

# LANGUAGES

**Auslan**  
**Second-language learner pathway (L2)**  
**Years F-10 and Years 7-10**  
For consultation

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## F–10 AUSTRALIAN CURRICULUM: LANGUAGES – AUSLAN

### ABOUT THE LEARNING AREA

#### Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second-language learners:** Second-language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background-language learners:** Background-language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First-language learners:** First-language learners are learners who use, and/or identify with, the language as their mother tongue; learners use the language for primary socialisation and/or education and/or literacy development.

#### Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

- communication skills
- literacy skills in their first and additional languages
- intercultural capabilities
- understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
- understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

## Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

## Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.

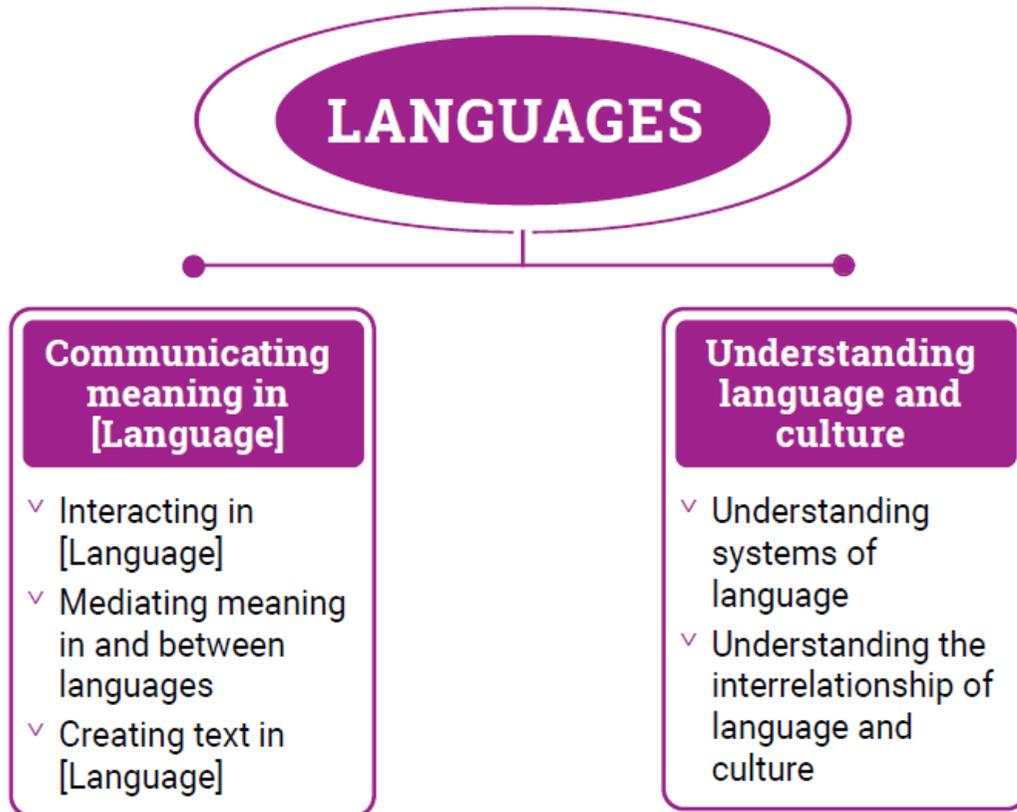


Figure 1: Languages content structure

**Strand: Communicating meaning in [Language]**

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in [Language]**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

### **Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

### **Creating text in [Language]**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

### ***Strand: Understanding language and culture***

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

#### **Understanding systems of language**

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

#### **Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

## Key considerations

### *Flexible entry points to F-10 and Years 7-10 sequences*

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

### *Use of English*

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

### *Macro skills*

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students' effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: *The relationship between macro skills and the Communicating meaning in [Language] strand*

Communicating meaning in [Language]	Macro skills				
	Listening	Speaking	Reading	Viewing	Writing
∨ Interacting in [Language]	✓	✓	✓	✓	✓
∨ Mediating meaning in and between languages	✓	✓	✓	✓	✓
∨ Creating text in [Language]		✓			✓

## ***Texts***

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students' experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

## ***Protocols for engaging First Nations Australians***

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms 'First Nations Australians' and 'Australian First Nations Peoples', there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

## ***Meeting the needs of diverse learners***

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students' learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

- multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources

- simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
- resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
- modified equipment and tools
- multilingual labels, signs and posters around the classroom
- devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
- peer-assisted learning
- open-ended tasks that provide flexibility and can be completed at different levels of complexity
- challenging individual and group extension activities.

## Key connections

### *General capabilities*

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

### Literacy

Languages develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically,

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All elements  
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would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students' English literacy skills to support their learning of the second or additional language(s).

### Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

### Critical and Creative Thinking

Languages develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

### Personal and Social capability

Languages enhances students' personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

### Digital Literacy

Languages develops students' digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended context, purpose and audience.

## Numeracy

Languages develops students' numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

## Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

## Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

## Asia and Australia's Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia's Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

## Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, beliefs and values, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

## Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

## Languages and English

Languages and English support students' literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

## Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students' world. In both learning areas, students' learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

## Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

## Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

### Language support resource

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language structures and features, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

## ABOUT AUSLAN

### Introduction

The Australian Curriculum: Auslan recognises that learners of Auslan in Australian schools have a range of linguistic and cultural backgrounds and language-learning experiences. Learners may have varying degrees of proficiency in Auslan as first-language learners, or they may be learning Auslan as a second or additional language.

### Rationale

Auslan (Australian Sign Language) is the language of the Deaf community of Australia. Auslan is a visual-gestural language with a complete set of linguistic structures and features. Auslan's rich cultural heritage can be traced to its historical descent from British Sign Language (BSL) and the arrival of Europeans in Australia in the late 1700s.

Signed languages have the same functions as spoken languages in meeting the communicative, cognitive and social needs of users. However, the modes of communication of a signed language are different from those of a spoken language. Although the languages share many linguistic principles, the visual-gestural mode of a signed language results in some unique language features.

Auslan is, increasingly, taught in Australian schools and universities and has been taught in community-run organisations for decades. The influence of Auslan in Australian society is evident in areas such as education, media and communication.

Signed languages have their own grammar and lexicon which are not based on the spoken language of the country or region, although they are influenced by them. Some signed languages are grouped into language families. Auslan belongs to the BSL family, which includes British, Australian and New Zealand sign languages, which share a similar lexicon and grammar. This link that Auslan shares with BSL gives it historical context as a member of one of the longest continuing signed language families in the world.

Learning Auslan enhances students' awareness of the nature of language learning and language modes. It promotes an appreciation of diverse attitudes, beliefs and values and increases employment opportunities.

### Structure

Auslan has been developed to cater for the diversity of students learning Auslan, with both First (L1) and Second (L2) Language Pathways. Learners may be deaf, hard of hearing or hearing, and may be learning Auslan as a first language or as a second or additional language.

The L1 pathway typically caters for deaf students whose native language is Auslan. These students may be deaf children of deaf parents, deaf children of hearing families who use Auslan at home, hearing children with signing deaf parents, and/or deaf students who are introduced to Auslan at school. This latter group of deaf students may not have access to Auslan at home.

The L2 pathway typically caters for students who are not members of the Deaf community; most often, hearing students learning Auslan as a second or additional language; learners may also include deaf or hard of hearing children who use another signed language, in the case of a recent immigrant, or hard of hearing children who have residual hearing or access to speech.

Each pathway includes a Foundation to Year 10 sequence. There is also a separate Years 7 to 10 sequence, with differentiated content for First and Second Language learners in Content elaborations:

- Foundation to Year 10 sequence (First-language learners)
- Foundation to Year 10 sequence (Second-language learners)
- Years 7 to 10 sequence (First- and Second-language learners)

Schools and teachers make decisions about which pathway and sequence best serves their students' needs and make appropriate adjustments to differentiate learning experiences. To assist teachers to meet the diverse needs of learners, content elaborations in the Years 7 to 10 sequences differentiate examples of language use and contexts.

Content in Auslan is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.

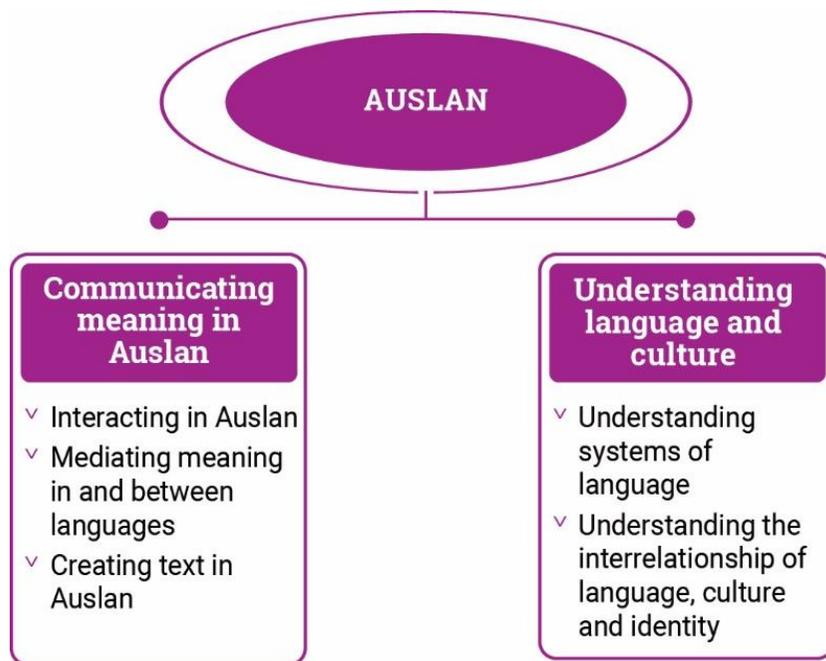


Figure 2: Auslan content structure

### **Strand: Communicating meaning in Auslan**

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

#### **Interacting in Auslan**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal and visual interactions; participating in planning, negotiating, deciding and taking action.

#### **Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of visual and multimodal texts; moving between languages and cultures non-verbally and visually, recognising different interpretations.

## Creating text in Auslan

Creating a range of visual and multimodal texts for specific contexts, purposes and audiences.

### ***Strand: Understanding language and culture***

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

#### **Understanding systems of language**

Understanding the linguistic features of Auslan, including signing, grammatical and textual conventions.

#### **Understanding the interrelationship of language, culture and identity**

Analysing and reflecting on the role of language and culture in shaping identity and meaning.

### ***Macro skills in Auslan***

In Auslan, the macro skills, also known as language modes, include signing and viewing. Reading and writing are used when mediating meaning in and between languages.

### ***Abbreviations***

The following abbreviations are used in this document:

++ symbol added to show exaggeration of a meaning

ASL, BSL, RISL: American Sign Language, British Sign Language, Regional Indigenous Sign Language, respectively

BA-BA, ASH, PAH, UMB, WILF9 (multi-channel signs): signs involving both manual signs and non-manual markers to convey singular expressions, meaning BIZARRE, AS IF, FINALLY, DEFINITE/SURE, and AUTOMATIC/SET UP/DONE respectively

CA - Constructed Action

CODA - Child Of Deaf Adults

DS - Depicting Signs: make use of meaningful units of handshapes, orientation, location and movement. Linguistic research has identified three different types DS; SASS (size and shape specifiers), Handling and Entity.

- SASS - size and shape specifiers refer to classifier handshapes used to describe referent's surface, depth and width, perimeter shape, texture, weight, size, and placement, such as rows of books or stacks of books
- Handling classifiers imitate hands interacting with objects via the way it is held (eg sewing with a needle and thread or hair brush), touch (eg wriggling fingers to show typing motion), instrumental (eg fingers representing cutting with scissors)
- Entity classifiers are handshapes that may refer to a category of objects; they can represent location, movement of people, animals or objects and often resemble shape of person/animal/object eg from the elbow to fingertip, with hands spread, can represent a tree; flat handshape held horizontally can represent a vehicle; pointer finger held upright can represent a person

HOLME/ HOLM + N.M.F: signs made up of specific combinations of Handshape, Orientation, Location, Movement and Expression/Non-Manual Features. The five parameters help distinguish signs from one another.

List buoys: sign where fingers on non-dominant hand are used to represent items in a list while dominant hand points to them, and signs something about those items

NMFs - Non-Manual Features: facial expressions, head movements and other non-manual signals used in combination with signs to add meaning or grammatical information in Auslan.

NRS and VRS: National Relay Service or Video Relay Service, used to facilitate communication between deaf or hard-of-hearing individuals and hearing individuals via phone or video calls.

PERFECT (hs:okay): indicating sign for 'perfect' with the 'okay' handshape.

PRO1, 2, 3: PRO1 refers to pronoun in first person (I/me); PRO2 refers to pronoun in second person (you); PRO3 refers to pronoun in third person (she/he/it/they)

WE3, WE4: signs indicating groups of people, 'we' followed by the number indicating how many people.

WILF – WILF: is the Auslan expression that means 'automatic' or 'already done/set up'; the sign automatic is signed alongside the mouthing of WILF.

## AUSLAN L2 CURRICULUM ELEMENTS

### CURRICULUM ELEMENTS

#### Foundation

##### Year level description

In Foundation, Auslan learning builds on the Early Years Learning Framework and each student's prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Auslan through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.

Students experience and imitate the gestures of Auslan. They participate in shared viewing of texts that represent Auslan and Auslan contexts. Visual and multimodal texts may include conversations, picture books, stories, rhymes, captioned films and cartoons, and performances. They learn that language can be represented in different ways, including using signs and gestures in Auslan and the Roman alphabet in English. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.

##### Achievement standard

By the end of the Foundation year, students use play and imagination to interact and create Auslan texts, with support. They identify that Auslan and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

<b>Foundation</b>	
<b>Content descriptions</b> <i>Students learn to:</i>	<b>Content elaborations</b> <i>This may involve students:</i>
<p>with support, recognise and communicate meaning in Auslan</p> <p>AC9L2AUF01</p>	<ol style="list-style-type: none"> <li>1. greeting others using appropriate forms of address, for example, HELLO, GOOD MORNING, GOOD AFTERNOON, and use of sign names, where appropriate</li> <li>2. participating in routine exchanges such as expressing thanks, asking to go to the bathroom or get a drink, and describing the day's weather, for example, raising hand or waving when attending to roll call, saying PLEASE, THANK-YOU, GOOD, TODAY WEATHER SUN</li> <li>3. following classroom instructions that include simple DS for completing activities such as SIT DS: circle Sit in a circle. DS: line-up Line up. LOOK-AT- me PRO1 Look at me.</li> <li>4. participating in games, and songs if appropriate, that involve the use of repeated phrases, expressions, actions and NMFs, for example, I Spy, Fruit Salad or the ABC Auslan song</li> <li>5. responding to Auslan texts such as stories and poems, through play-acting or movement, illustrating characters, events or scenes</li> <li>6. using numbers 0–10, for example, sorting counters into groups and counting objects</li> <li>7. participating in simple dialogues through role-play such as playing shops using classroom objects such as toys and books, practising simple phrases, for example, PRO1 WANT, PRO1 DON'T-WANT, YES, NO, PRO1 LIKE, PRO1 DON'T-LIKE</li> <li>8. showing emotions through the use of NMFs, for example, responding to visual prompts and modifying emotions each time, such as being happy, sad, angry or tired</li> <li>9. shadowing parts of a simple Auslan story</li> <li>10. responding to and using visual cues such as pointing, eye contact and body language, for example, during</li> </ol>

	the class roll call
<p>explore, with support, language features of Auslan noticing similarities and differences between Auslan and English</p> <p>AC9L2AUF02</p>	<ol style="list-style-type: none"> <li>1. noticing that every language uses words or signs to make meaning</li> <li>2. noticing that their name can be written and fingerspelled</li> <li>3. comparing Auslan and English phrases and noticing similarities and differences</li> <li>4. comparing how to gain attention in Auslan in a classroom compared to English, for example, by waving or tapping</li> <li>5. noticing that NMFs are important in both languages when communicating</li> </ol>
<p>explore connections between language and culture</p> <p>AC9L2AUF03</p>	<ol style="list-style-type: none"> <li>1. introducing students to different types of deaf and hard of hearing groups such as those with or without hearing aids or cochlear implants, and some that are mute or oral</li> <li>2. exploring different languages and cultures of class members and identifying different ways of visually expressing meaning or showing respect, for example, waving in Deaf culture or bowing in Japanese culture</li> <li>3. noticing Auslan users' use of physical space such as by changing position or standing so they can see the signer</li> <li>4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia</li> </ol>

## Years 1–2

### Band level description

In Years 1 and 2, Auslan learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving signing and viewing. They interact in Auslan to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Auslan and signing communities in Australia and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.

Students recognise key words and phrases, imitate language gestures, and use modelled language to communicate with others. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to visual and multimodal texts that may include conversations, rhymes, picture and story books, animated captioned cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Auslan language and culture and their own.

### Achievement standard

By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language to create texts.

Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for language signing. They give examples of similarities and differences between some language features of Auslan and English. They understand that language is connected with culture and identity and notice how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 1–2
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions</p> <p>AC9L2AU2C01</p>	<ol style="list-style-type: none"> <li>1. participating in simple dialogues using greetings, farewells and sign names where appropriate, following modelled signs such as HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING</li> <li>2. referring to classmates, teachers or visitors by pointing, fingerspelling a name, or using a sign name, where appropriate</li> <li>3. asking and answering simple questions that require an affirmative or negative response such as WANT PLAY HIDE-AND-SEEK? Do you want to play hide and seek? WANT Yes, I want to. PRO2 ALRIGHT? Are you alright? YES Yes PRO2 BIRD HAVE PRO2? Do you have a bird? PRO1 HAVE I have a bird.</li> <li>4. asking and answering simple questions that require a closed or simple response such as SISTER-BROTHER HOW MANY? How many sisters and brothers do you have? 2 BROTHER 1 SISTER Two brothers and one sister. SCISSORS WHERE?</li> </ol>	

	<p>Where are the scissors? BLACK BLUE PENCIL WANT WHICH? Which pencil do you want? Black or blue? HOW-OLD PRO2? How old are you? PRO1 SEVEN-YEAR-OLD I am seven years old.</p> <p>5. making statements to express feelings and simple opinions using lexical signs and affective NMFs, for example, PRO1 HAPPY I'm happy. PRO3 GRUMPY She's grumpy. PRO1 LIKE SCHOOL I like school. FLOWER DON'T-LIKE I don't like flowers. PRO1 HATE APPLES I hate apples.</p> <p>6. describing the appearance of people or objects using simple statements and supporting pictures or props, for example, PRO3 HAVE DS: curly-hair He has curly hair. THAT BOX BIG The box is big.</p> <p>7. playing action games such as Simon Says using plain verbs, for example, PRO1 RUN, PRO1 READ</p> <p>8. asking for help or permission, for example, PLEASE HELP-me?</p>
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	<p>Can you help me, please? PRO1-plural CAN SHARE? Can we share these? AGAIN PLEASE Can you please sign it again? SLOW PLEASE Can you sign it slowly please?</p> <p>9. using appropriate protocols in the Auslan classroom, for example, stopping activities and paying attention when lights are flashed or hands are waved, positioning seating to keep visual communication clear, sitting across from/opposite signers when communicating and keeping appropriate space between signers and using voice-off when possible</p> <p>10. teaching family members Auslan such as PLEASE, THANK-YOU, SORRY, WELCOME, GOOD-LUCK, CONGRATULATIONS/WELL-DONE, HAPPY BIRTHDAY and deaf applause</p>
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<p>participate in a range of guided, play-based language activities using formulaic expressions and visual cues</p> <p>AC9L2AU2C02</p>	<ol style="list-style-type: none"> <li>1. participating in games that involve the use of repeated phrases, expressions, actions and NMFs, for example, I went to market and I bought ..., I Have, You Have?</li> <li>2. following instructions that include simple DS to locate and move classroom objects or complete an action-based activity, such as an obstacle course, for example, <ul style="list-style-type: none"> <li>DESK DS:in PUT</li> <li>Put it in the desk.</li> <li>TREE DS:walk-around</li> <li>Walk around the tree.</li> </ul> </li> <li>3. following classroom instructions that include simple DS for completing activities such as <ul style="list-style-type: none"> <li>DS:line-up PLEASE</li> <li>Line up, please.</li> <li>LOOK-AT-me PRO1</li> <li>Look at me.</li> <li>PLEASE WITH-2++</li> <li>Please find a partner.</li> </ul> </li> <li>4. taking turns in games such as Go Fish or memory games, using appropriate signs and NMFs, for example, <ul style="list-style-type: none"> <li>PRO2 TURN</li> <li>It's your turn</li> <li>PICK-UP</li> <li>Pick up PRO2</li> <li>THREE HAVE PRO2?</li> <li>Do you have a three?</li> </ul> </li> <li>5. swapping or 'buying' objects using question signs and affirmative and negative answers, for example, <ul style="list-style-type: none"> <li>HOW-MANY WANT?</li> <li>How many do you want?</li> <li>THAT HOW-MUCH?</li> </ul> </li> </ol>
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	<p>How much is that?</p> <p>6. interacting with a signing puppet or doll in an imaginary setting, for example, by signing simple questions such as WHAT NAME PRO2? What is your name? WHAT LIKE D-O PRO2? What do you like to do?</p> <p>7. watching group performances of rehearsed role plays and joining in expressions of support such as the use of deaf applause</p>
<p><b>Sub-strand: Mediating meaning in and between languages</b></p>	
<p>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>AC9L2AU2C03</p>	<p>1. participating in information gap activities such as identifying signed information from class messages or short introductions, for example, by identifying names, school locations, numbers or times</p> <p>2. gathering information from each other about topics such as family members, favourite foods and pets to report back to the class using familiar structures and modelled language, for example, CAT HAVE HOW-MANY KITTEN? SIX How many kittens does the cat have? Six.</p> <p>3. identifying and applying specific information in live or recorded Auslan texts to complete guided tasks such as colouring-in and craft activities or interacting with materials and objects relating to properties such as colour, number, size or shape, for example, TREE DS:colour GREEN Colour the tree green. BLUE POINT Point to blue. BLOCK BLUE DS:on BLOCK YELLOW Put the blue block on the yellow block.</p> <p>4. recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Auslan, and the language(s) they speak at home</p> <p>5. working with information to create a class video, identifying and categorising a select range of signs according to handshape</p>

	<ol style="list-style-type: none"> <li>6. viewing recorded or live children’s stories in Auslan, demonstrating understanding through drawing, gesture, modelled signs or voice</li> <li>7. responding to teacher prompts in Auslan or English to capture impressions when viewing images, video clips or stories in Auslan, for example, PRO2 LOOK VIDEO. LOOK WHAT? You saw the video. What did you notice? HAVE SAME? HAVE DIFFERENT? WHAT? What’s the same? What’s different?</li> <li>8. shadowing NMFs in short Auslan poems or Deaf stories playing with key elements, for example by mimicking facial expressions or repeated signs</li> <li>9. responding to short expressive texts such as cartoons, using drawings, familiar signs or re-enactments with puppets or props to show the movement of people, animals and/or objects</li> <li>10. responding imaginatively to stimuli, using gestures, handshapes, facial expressions and simple signs, for example, acting out different ways a character in a story may have responded</li> <li>11. engaging with different forms of Deaf art such as handshape creations, and using their own hands to create similar artwork, for example, Gonketa’s art</li> </ol>
<p>notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>AC9L2AU2C04</p>	<ol style="list-style-type: none"> <li>1. recognising that every language uses words or signs to make meaning</li> <li>2. creating a word wall or poster, comparing and contrasting the iconicity of some simple signs in terms of their similarity to the object/referent, for example, drink, food, kangaroo</li> <li>3. explaining the meaning and use of simple signs and expressions, for example, DOG, CAT, BIRD</li> <li>4. using images or recordings of Auslan signs in matching games to name and label familiar objects and classroom items, using digital tools, posters or cards with pictures</li> <li>5. making own bilingual picture dictionaries with English labels, images or recordings of signs and simple descriptions of signs</li> <li>6. noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling</li> </ol>

**Sub-strand: Creating text in Auslan**

use signs, familiar phrases and modelled language to create signed, visual and multimodal texts

AC9L2AU2C05

1. contributing to a presentation such as a class video by signing a simple description of their family, pets or class members
2. recording and presenting a video about aspects of their daily routines using modelled signs and visual prompts
3. using modelled iconic and DS to create variations to actions involved in familiar stories such as 'The Very Hungry Caterpillar', for example, adding alternative food items
4. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia
5. creating amusing sequences of signs using a fixed handshape such as the index finger 'point', for example,  
PRO2 THINK PRO1 SHY?  
Do you think I'm shy?
6. using gestures and modelled signs to create short skits that convey emotions and behaviours associated with characters from familiar texts
7. enacting the movements and characteristics of a particular animal through the use of CA
8. creating and using handshape images to represent signs and label with words, for example, flat hand = FISH, five = TREE, claw = SPIDER, ok = BEE

Strand: Understanding language and culture		Years 1–2
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise and imitate the parameters of signs using handshape, orientation, location, movement (HOLM) and non-manual features (NMFs)</p> <p>AC9L2AU2U01</p>	<ol style="list-style-type: none"> <li>1. noticing the location of a sign on the body or in space</li> <li>2. identifying the handshape of a sign, for example, COCKATOO (hs:5) and SOCCER (hs:fist)</li> <li>3. understanding that sounds in English are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs</li> <li>4. noticing the variation in ‘handedness’ between signers in relation to signs and fingerspelling and developing use of ‘writing hand’ as dominant hand when signing</li> <li>5. understanding the need to sign at a constant speed</li> <li>6. noticing that meaning can be expressed through fingerspelling, for example, fingerspelling individual words using clear letter formation</li> <li>7. recognising movements of the hands in modelled signs, for example, GIRL or BOY</li> <li>8. recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE</li> <li>9. practising signing which is clear, for example, not ‘mumbling’ by using a small space and not ‘yelling’ by using an overly large space</li> </ol>	
<p>recognise that signs and features of language are used to construct meaning in Auslan</p> <p>AC9L2AU2U02</p>	<ol style="list-style-type: none"> <li>1. showing the range of signing space in normal signed discourse</li> <li>2. identifying and indicating how people or things in the classroom can be represented by DS, for example, point can mean a person, a ruler can be long or short</li> <li>3. noticing that there can be one or more referents in an Auslan text</li> <li>4. learning that proper nouns can have a sign name, a lexical sign or be fingerspelled</li> <li>5. identifying verb signs SIT, EAT, FEEL, HAVE and recognising that they are central to a clause</li> <li>6. practising the signing of examples of adjectives that describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)</li> <li>7. noticing there is no equivalent for the verb ‘to be’ in Auslan</li> <li>8. understanding how to create complete sentences through movement within signs, for example,</li> </ol>	

	<p>CALL-him (sign moves from the signer to referent indicating the signer called the referent) I called him.</p> <p>PRO2 HELP (the sign HELP moves from the referent location to the signer's body, expressing that the help was given to them)</p> <p>9. making arrangements using simple time markers without numeral incorporation, for example, TODAY, TOMORROW, NEXT-WEEK</p>
<p>notice that Auslan has features that may be similar to or different from English</p> <p>AC9L2AU2U03</p>	<ol style="list-style-type: none"> <li>1. identifying aspects of Auslan and English which are similar or different, for example, NMFs or fingerspelling and recording these in a T-chart</li> <li>2. recognising that Auslan is a different sign language to that in other countries, and this is similar to countries having different spoken languages</li> <li>3. comparing and contrasting Auslan and English pronouns</li> <li>4. recognising that texts are created to achieve different purposes, for example, a signed story or a signed instruction noticing that Auslan has more flexibility of word order than English</li> </ol>
<p><b>Sub-strand: Understanding the interrelationship of language, culture and identity</b></p>	
<p>notice that people use language in ways that reflect cultural identity</p> <p>AC9L2AU2U04</p>	<ol style="list-style-type: none"> <li>1. exploring how users of Auslan use physical space such as ensuring signers can see each other, and being able to communicate through windows, or from a distance</li> <li>2. exploring how deaf people use technology in ways that may be different from hearing people, for example through the use of flashing door lights, vibrating alarm clocks and captions</li> <li>3. comparing aspects of their own lives with those of deaf children in their school or represented in digital images, video clips and stories such as ways of playing games, telling stories or interacting at school, for example, comparing how the pool game 'Marco Polo' uses splashing instead of voice to attract attention when deaf children play together</li> <li>4. exploring symbols and language used by First Nations Australians and the Deaf community in a range of contexts, for example, finding out what the symbols on flags represent</li> <li>5. recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities</li> <li>6. preparing a class poster, chart or calendar identifying languages used and cultural events celebrated by class and family members such as Auslan Day, National Week of Deaf People and national and international cultural celebrations relevant to the class</li> </ol>

	7. noticing that deaf people value Auslan just as hearing people value their languages
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## Years 3–4

### Band level description

In Years 3 and 4, Auslan learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving signing and viewing. They use Auslan to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Auslan and other signing communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.

Students use gestures, words and modelled expressions, imitating the movement, location and handshape of signs. They use their literacy capabilities in English and Auslan to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Auslan texts such as picture books, stories, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.

### Achievement standard

By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students use combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 3–4
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions</p> <p>AC9L2AU4C01</p>	<ol style="list-style-type: none"> <li>1. exchanging greetings, thanks and apologies, adjusting language to suit the situation, for example, PLEASED MEET YOU, GOOD-LUCK, THANKS, SORRY, HAPPY BIRTHDAY, CONGRATULATIONS, DEAF, HEARING? MY NAME..., WHERE FROM?</li> <li>2. responding to questions, directions and requests, using NMFs, for example, the raising and lowering of eyebrows to indicate a question is being asked</li> <li>3. asking each other about their daily life, for example,               <p>PRO2 ARRIVE SCHOOL HOW? CAR?</p> <p>How do you get to school? By car?</p> <p>PRO2 REGULAR GO-TO-BED WHAT TIME?</p> <p>What time do you go to bed?</p> <p>WEEKEND, WHAT D-O?</p> <p>What did you do on the weekend?</p> </li> <li>4. describing real or imagined personal experiences using specific time-related signs, for example,               <p>LONG-TIME-AGO PRO1 FLY NEW ZEALAND</p> <p>A long time ago I went on a plane to New Zealand.</p> <p>LAST WEEK PRO1 GO BEACH</p> <p>Last week I went to the beach.</p> <p>YESTERDAY PRO3 BOOK GIVE S-A-M</p> <p>Yesterday she gave the book to Sam.</p> </li> <li>5. expressing preferences in relation to people, places or things, for example,               <p>PRO1 LIKE THAT, THAT, BUT THAT BEST BOOK</p> </li> </ol>	

	<p>I like that one, and that one, but that one is the best book.</p> <p>6. identifying significant people in their lives, such as family members or friends, describing their appearance, characteristics or personality, for example, PRINCIPAL YOU-KNOW LONG-HAIR GLASSES? You know the principal? She has long hair and wears glasses. POSS1 BROTHER OLD++ TALL FUNNY++ My brother is older; he's tall and really funny.</p> <p>7. describing activities, interests or favourite pastimes, using modifications to show manner, for example, PRO1 WORK LITTLE, LATER WORK-REALLY HARD I worked on it a little bit, then later I worked really hard on it.</p> <p>8. attracting attention or asking for help, repetition or clarification, for example, PLEASE AGAIN SIGN Please sign that again. PLEASE EXPLAIN-to self AGAIN Please explain that again. WHAT MEAN? What do you mean? PRO2 MEAN...? Do you mean ...?</p> <p>9. gaining the attention of a group or an individual, for example by flashing classroom lights, waving or multiple tapping or tapping or pointing to alert third parties</p>
<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9L2AU4C02</p>	<p>1. working together in collaborative tasks such as craft activities, using interactional phrases such as PLEASE PRO2 BRING SCISSORS PAPER? Can you please bring scissors and paper?</p> <p>2. following and giving directions for activities such as a treasure hunt, using prepositions and entity DS, for example, DS:turn-left DEAD-END DS:turn-right.</p>

	<p>Go left, then at the end turn right. DS:open-door POINT DS:walk-through Open the door and walk through.</p> <p>3. responding to and giving classroom instructions such as PLEASE WITH-2++ DS:sit-opposite Please find a partner and sit opposite each other. DS:line-up PLEASE Line up, please. LOOK-AT-me Look at me.</p> <p>4. playing games such as board games, negotiating turn-taking, for example, PRO1 FIRST YOUR-TURN PRO2 YOU-TURN PRO2 It's my turn first, then your turn and then yours.</p> <p>5. negotiating roles and responsibilities in shared learning activities, using expressions such as PRO3 TYPE PRO1 WRITE PRO2 WHAT? He will type, I'll write, and what are you doing?</p> <p>6. participating in Auslan games using simple clauses in creative ways, for example, playing the improvisation game Space Jump or Charades</p> <p>7. maintaining eye contact when communicating and using back-channels, for example, head nodding to indicate understanding, or raised eyebrows or head shaking to indicate lack of understanding</p> <p>8. understanding and using expressions of support, encouragement or praise during shared activities, for example, GOOD, EXCELLENT, CONGRATULATIONS</p> <p>9. playing games that involve identifying and classifying specific points of information, for example, Celebrity Heads</p>
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**Sub-strand: Mediating meaning in and between languages**

<p>locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts</p> <p>AC9L2AU4C03</p>	<ol style="list-style-type: none"> <li>1. retelling key points of information used in classroom interactions and school activities, such as announcements or directions for a game or task</li> <li>2. surveying peers in relation to their interests and preferences, summarising findings in formats such as profiles, charts or graphs, for example, FOOTBALL, YOU LIKE, YES-NO? Do you like football? Yes or no? PINK, YOU LIKE, YES-NO? Do you like pink? Yes or no?</li> <li>3. viewing short Auslan stories or signed presentations by a teacher, peer or visitor and identifying specific points of information and recording observations in table form, for example, who, what, when, where</li> <li>4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Auslan</li> <li>5. following the steps of a signed demonstration or procedure such as a simple game or recipe, checking with each other about processes and ingredients</li> <li>6. drawing a personal interpretation of a 'visual vernacular' description of a character's appearance</li> <li>7. engaging with different kinds of Deaf expression such as handshape poems or art, indicating their response using lexical signs</li> <li>8. comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other</li> <li>9. connecting with other schools or members of the Deaf community to identify similarities and differences in Auslan signs</li> </ol>
<p>develop strategies to comprehend and adjust Auslan in familiar contexts to convey cultural meaning</p> <p>AC9L2AU4C04</p>	<ol style="list-style-type: none"> <li>1. identifying how deaf people modify space to maximise visual attention and adapt Auslan use when communicating in different physical environments, such as in video chats or across a large yard, for example, variations in size of signing space</li> <li>2. identifying and comparing signs and words in Auslan and English versions of favourite stories, or songs if appropriate, for example, 'The Three Little Pigs' and 'The Old Woman Who Swallowed a Fly', noticing how signs can represent concepts which might not have a direct match in English</li> <li>3. playing matching-pair games with Auslan sign-image flashcards and English flashcards, for example,</li> </ol>

	<p>matching cards associated with weather or animals</p> <ol style="list-style-type: none"> <li>4. creating captions in English for short recorded signed phrases</li> <li>5. creating bilingual texts for the classroom or school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in each language for different audiences</li> <li>6. recognising variation in adaptation of signing between different users of Auslan, for example, some people who are deafblind use hand-over-hand signing and tactile fingerspelling</li> <li>7. creating cards for use by younger children that include pictures, labels and signs, such as a transport-themed card game</li> <li>8. learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign</li> </ol>
<p><b>Sub-strand: Creating text in Auslan</b></p>	
<p>create and present informative and imaginative signed, visual and multimodal texts using formulaic expressions, simple phrases, and modelled textual conventions</p> <p>AC9L2AU4C05</p>	<ol style="list-style-type: none"> <li>1. presenting routine class information such as weather reports or daily schedules, using visual prompts and signed descriptions</li> <li>2. creating signed, multimodal presentations with selected points of information about their home or local community, such as language, family traditions or cultural events using modelled signs and phrases</li> <li>3. participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story</li> <li>4. creating simple descriptions in Auslan and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia</li> <li>5. working with classmates to create a simple story using handshape</li> <li>6. assuming the role of a character from a story and creating and performing a dialogue of an imagined interview with questions such as YOUR NOSE DS:long-nose WHY? Why is your nose so long, Pinocchio?</li> <li>7. creating a humorous skit using CA</li> <li>8. using a 'visual vernacular' description to create an imaginary scene, such as a person driving</li> <li>9. demonstrating a simple procedure such as brushing teeth or making a sandwich, using DS, gestures, objects and list buoys</li> </ol>

Strand: Understanding language and culture		Years 3–4
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise and use modelled combinations of parameters of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases</p> <p>AC9L2AU4U01</p>	<ol style="list-style-type: none"> <li>1. noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)</li> <li>2. recognising that handshapes must be performed in a particular position and that this is called orientation, for example, ON or TRUE</li> <li>3. identifying and demonstrating signs with a change in handshape such as KNOW or THINK</li> <li>4. understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a negative</li> <li>5. using chosen hands as dominant and subordinate hands consistently</li> <li>6. understanding the need to sign at a constant speed with pauses to indicate the end of a phrase</li> <li>7. using fingerspelling as a bridge to English such as familiar lexicalised fingerspelled signs, for example, M-O-N Monday</li> <li>8. recognising that changing the movement changes the meaning, for example, TEACHER</li> <li>9. comparing iconic signs to the visual images and/or movements of referents, such as DRINK, MONKEY</li> </ol>	
<p>recognise Auslan conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>AC9L2AU4U02</p>	<ol style="list-style-type: none"> <li>1. recognising that non-body-anchored nouns can be located in space and identifying instances of this for example, HOUSE, FISH</li> <li>2. identifying how people or objects around the school or environment can be represented by DS, for example, talking about someone who is not there, describing a part of the playground</li> <li>3. discussing the functions of different pointing signs, such as pronouns, determiners and locatives</li> <li>4. noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages, for example, 5-YEARS-OLD or adverbs of time, for example, 3-WEEKS-AGO or pronouns WE3, WE4</li> <li>5. noticing the relationship between the location of referents in real space and the direction of some indicating verbs in a text</li> <li>6. knowing that adverbs modify the meaning of verbs, such as READ CAREFULLY</li> </ol>	

	<p>7. contributing examples of signs that tell when a verb happens such as IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW or LAST-WEEK where a verb happens such as PRO3 RUN FAR or COME HERE how a verb happens such as FAST or SLOW or PRO2 QUICK FINISH</p> <p>8. recognising that the element of a sentence that a signer wants most focus on is sometimes signed first and that this process of topicalisation involves particular NMFs</p> <p>9. knowing that signing involves either telling with signs or showing with DSs and periods of CA</p> <p>MAN WALK SLOW DS(point):man-walks-slowly CA:man-swinging-arms-nonchalantly</p>
<p>recognise familiar Auslan structures and features and compare with those of English, in known contexts AC9L2AU4U03</p>	<p>1. collecting and noting a list of gestures commonly used by hearing people when speaking English that have similar meaning when used in Auslan, for example, head nodding, shoulder shrugging, pointing to watch</p> <p>2. recognising that variation occurs in spoken languages, noticing some different words for the same thing in English and identifying similarities in Auslan, for example, cossie/cozzie, togs or bathers</p> <p>3. comparing differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike the use of names in English and some other languages</p> <p>4. observing that there is variation in signs and signers across Australia due to differences in location, age or schooling such as northern/southern dialect</p> <p>5. recognising that texts are made up of one or more clauses, which have one or more signs in them and which together make meaning</p> <p>6. participating in shared reading of Auslan-English texts and answering questions about unfamiliar signs and word/sign matches and mismatches in the text, for example, stories from National Simultaneous Storytime or stories on Story Box Library</p>

**Sub-strand: Understanding the interrelationship of language, culture and identity**

identify connections between Auslan,  
cultural practices and identity

AC9L2AU4U04

1. reflecting on similarities and differences between ways of communicating in Auslan, in English and other languages known to class members in different social situations, for example, in greetings and introductions and in body language, facial expression and eye contact
2. identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology
3. reflecting on similarities and differences in communication that reflect culture, such as visual ways of being among deaf people and ways of sharing storytelling or jokes
4. exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Auslan language and culture, for example, the different regional words used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga and comparing this with Auslan users
5. recognising that Aboriginal languages and Torres Strait Islander languages use gestures and signing as tools for communication
6. exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of cultural belonging and pride
7. understanding cultural values associated with the conferment of sign names to people, such as second language learners of Auslan who are joining the Deaf community
8. understanding why Auslan is valued by deaf or hard of hearing people and the importance of hearing people learning it, for example to make social settings more inclusive, recognising that there are deaf families and deaf schools and understanding their role in preserving and maintaining Auslan and cultural identity
9. recognising examples of social etiquette in different communities and cultures, for example, in the Deaf community, Deaf culture places greater importance on eye contact than many cultures that communicate through spoken language, or comparing manners in different intercultural contexts

## Years 5–6

### Band level description

In Years 5 and 6, Auslan learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving signing and viewing. They interact in Auslan to exchange information and ideas relating to their interests, school and local environment, and engage with Auslan-using communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and signed resources.

Students engage with a range of visual and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Auslan structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They understand that Auslan is connected to culture and identity. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 5–6
Sub-strand: Interacting in Auslan		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment</p> <p>AC9L2AU6C01</p>	<ol style="list-style-type: none"> <li>1. discussing aspects of their school experience, using familiar lexicalised fingerspelled signs to talk about shared places or people they know, for example, M-O-N M-R S-M-I-T-H GIVE-me BOOK THAT NEW On Monday Mr Smith gave me a new book.</li> <li>2. discussing opinions in pairs or in groups, using NMFs and eye gaze to gain and hold attention or to finish a turn, for example, THEATRE GOOD, LONG-really I liked the theatre performance but it was sooo long. SCHOOL SWIMMING RACE, GOOD BAD, PRO2 THINK WHAT? What did you think about the swimming carnival?</li> <li>3. discussing experiences and their associated feelings, for example, DEAF PERSON WILL VISIT SCHOOL PRO1 EXCITED MEET I am excited to meet the deaf visitor. POSS1 FRIEND DIFFERENT SCHOOL PRO1 SAD I am sad because my friend moved to a different school.</li> <li>4. comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example, REGULAR SUMMER PRO1-plural GROUP-MOVE-TO BEACH STAY++ THREE WEEK We go to the beach for three weeks in summer. WEEKEND PRO1 GO-TO-AND-BACK++ CAMP I go camping on weekends.</li> </ol>	

	<p>5. expressing preferences in relation to places or things using abstract space, for example, PT PAST SCHOOL OKAY PT NEW SCHOOL BETTER My previous school was okay, my new school is better.</p> <p>6. describing relationships between members of their families or between classmates, for example, PRO3 POSS1 COUSIN WE2 GOOD FRIEND. She's my cousin; we're good friends.</p> <p>7. using discourse markers in conversation to indicate understanding, attention or consideration, for example, SURPRISE oooh (with appropriate intonation) INCREDIBLE No way! WOW Wow! UM um</p> <p>8. interviewing deaf peers or other Auslan users, showing agreement or disagreement or asking for clarification, for example, PRO1 AGREE I agree. PRO1 AGREE-NOT I don't agree ... THAT RIGHT THAT? Is that right? ...RIGHT PRO1? ... am I right?</p> <p>9. following protocols for interrupting conversations, for example, when to walk between signers, waiting for eye contact and pauses in signing and using language such as EXCUSE or SORRY INTERRUPT</p>
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	<p>10. monitoring their own and each other's learning, for example, by making comments such as</p> <p>SURPRISE KNOW-NOT PRO1</p> <p>I didn't know that ...</p> <p>THANKYOU PRO2 EXPLAIN CLEAR</p> <p>Thank you – that was really clear.</p>
<p>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p> <p>AC9L2AU6C02</p>	<p>1. working collaboratively to plan a performance or presentation, for example, on aspects of Deaf culture or Auslan or a presentation about cyber safety</p> <p>2. allocating responsibilities and organising the completion of shared tasks, such as the creation of an online game, board game or a class project</p> <p>PRO2 THINK BEST THIS FIRST, FINISH, NEXT</p> <p>Do you think we should do this first and when that's done, next</p> <p>THAT FIRST IMPORTANT THAT SECOND</p> <p>That's more important than this.</p> <p>3. expressing preferences in relation to roles and responsibilities in shared learning activities, using statements such as</p> <p>PRO1 HANDWRITING PRO1 DON'T-LIKE RATHER TYPING</p> <p>I don't like handwriting; I prefer to type it.</p> <p>PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO++</p> <p>I don't want to do the drawing; I'd rather take photos.</p> <p>4. organising activities such as a real or imagined event such as a class party, talent show or a trip overseas, using expressions related to place, time and numbers, for example,</p> <p>THAT SHOW WHEN WHAT DAY?</p> <p>What date is the show?</p> <p>HOW-MANY PEOPLE WILL DS:many-move?</p> <p>How many people will be there?</p>

	<ol style="list-style-type: none"> <li>5. playing games that involve detailed information exchange, such as Guess Who?, asking for and supplying descriptions, for example, POINT HAVE GLASSES? Does yours have glasses? DON'T-HAVE No.</li> <li>6. carrying out simulated transactions in different contexts, for example, playing a 'restaurant' game, or a food shopping game</li> </ol>
<p><b>Sub-strand: Mediating meaning in and between languages</b></p>	
<p>locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose</p> <p>AC9L2AU6C03</p>	<ol style="list-style-type: none"> <li>1. identifying specific points of information in procedural or descriptive Auslan texts and responding to signed comprehension questions, for example, watching a signed video about the water cycle and then participating in a game show style quiz to answer related questions</li> <li>2. using information collected from peers about interests, preferences routines and presenting findings to the class using visual supports/graphic organisers, for example, determining the percentage of environmentally friendly methods of transport that students use to get to school</li> <li>3. paraphrasing the content of selected Auslan texts such as community announcements and relaying the information to others</li> <li>4. listening to, reading or viewing First Nations Australian authors' stories in Auslan or English and comparing words, formulaic expressions and sentences</li> <li>5. asking questions to request information needed to produce a bilingual digital text, for example, finding out the details of an upcoming Deaf community event and creating a signed advertisement with English captions</li> <li>6. viewing Auslan stories and comparing characters' perspectives using referents</li> <li>7. comparing different kinds of Deaf expression such as handshape poems or art, indicating which they connect more with and why</li> <li>8. viewing a signed narrative text and responding by drawing a storyboard that identifies and sequences key events</li> <li>9. engaging with different examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime</li> </ol>

<p>apply strategies to interpret and convey meaning in Auslan in familiar signed and visual cultural contexts</p> <p>AC9L2AU6C04</p>	<ol style="list-style-type: none"> <li>1. 'reading' and transcribing glossed texts, including indicating understanding that there are markings to show NMFs and spatial locations</li> <li>2. translating segments from popular children's texts such as fairytales or short stories into Auslan, considering why some elements cannot be translated literally</li> <li>3. using resources such as Signbank to identify words which might not have a direct sign equivalent, for example, jewellery, pets and other collective nouns</li> <li>4. composing bilingual versions of class or school assembly performances, events or displays, for example, National Week of Deaf People events or an assembly promoting healthy eating</li> <li>5. demonstrating the use of a bilingual online dictionary such as Signbank, for example, by looking up various meanings of the word 'run' and comparing variation in signs for the concept in different contexts, for example, <ul style="list-style-type: none"> <li>RUN THE BATH (DS:handling BATH)</li> <li>RUN OUT OF PENS (RUN-OUT PEN)</li> </ul> </li> <li>6. finding and using phrases that have direct translations between Auslan and English, for example, Goodnight or Happy Birthday</li> <li>7. creating bilingual texts for younger children, such as a digital Auslan–English dictionary of school-specific vocabulary or online vocabulary games</li> <li>8. shadowing a story in Auslan, noticing which phrases and concepts which do not translate directly</li> </ol>
<p><b>Sub-strand: Creating text in Auslan</b></p>	
<p>create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled structures to sequence information and ideas, and conventions appropriate to text type</p> <p>AC9L2AU6C05</p>	<ol style="list-style-type: none"> <li>1. presenting information in Auslan using visual support to the wider school community, for example, a short skit to promote healthy habits or promoting community events such as a Deaf Festival</li> <li>2. assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school</li> <li>3. explaining a favourite game, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations</li> <li>4. creating a class presentation or video, locating and describing, in Auslan, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia</li> <li>5. planning, rehearsing and delivering short presentations about a topic of their choice, taking into account context, purpose and audience, for example, about recycling or a dream holiday</li> <li>6. creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon</li> </ol>

	<ol style="list-style-type: none"><li>7. creating and performing an adaptation of a story with two or more characters, using elements of CA such as eye gaze change, body shift and head orientation change</li><li>8. using 'visual vernacular' to create a humorous skit for a younger group of Auslan learners</li></ol>
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Strand: Understanding language and culture		Years 5–6
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply knowledge of signs, pace and signing space to develop fluency in familiar contexts</p> <p>AC9L2AU6U01</p>	<ol style="list-style-type: none"> <li>1. identifying body-anchored signs, such as head or hand, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer</li> <li>2. noticing that in a stretch of connected signing, a sign will often be produced differently to the way it is shown in a dictionary</li> <li>3. recognising the different handshapes used by each hand in two-handed signs</li> <li>4. identifying some NMFs in a signed text such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body</li> <li>5. recognising the use of dominant and non-dominant hands in other Auslan-users</li> <li>6. understanding the need to sign at a constant speed with pauses for emphasis, for example, when recounting an event or giving instructions</li> <li>7. using some patterning in non-lexicalised fingerspelling</li> <li>8. recognising variations in iconic signs such as BANANA, which could be the iconic shape or the movement of peeling</li> </ol>	
<p>use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate textual conventions</p> <p>AC9L2AU6U02</p>	<ol style="list-style-type: none"> <li>1. identifying where a signer has established a location in space, for example, through pointing, non-body-anchored signs, verb movement changes, or use of referents</li> <li>2. identifying examples of each type of DS in an Auslan text: entity DSs, handling DSs and SASS DSs</li> <li>3. learning that the function of CA is to represent the words, thoughts or actions of a referent, through eye gaze change, body shift, head orientation change, and matching facial expressions</li> <li>4. recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs</li> <li>5. noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs, for example, WRITE-carelessly, and this is known as manner</li> <li>6. recognising that some adverbs modify adjectives, not verbs, for example VERY, and that these can also be</li> </ol>	

	<p>expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED-really, PLEASE-really, TALL-really</p> <ol style="list-style-type: none"> <li>7. recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH-for-a-long-time, or with lexical signs such as WATCH AGAIN++</li> <li>8. noticing that parts of a sentence can be signed simultaneously in Auslan, making it hard to establish word order</li> </ol>
<p>compare some Auslan structures and features with those of English, using some familiar metalanguage</p> <p>AC9L2AU6U03</p>	<ol style="list-style-type: none"> <li>1. keeping a class poster to record different ways that English words are borrowed in Auslan, for example, the use of fully fingerspelled words, such as N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example FATHER, or abbreviations of English words, for example, state names such as S-A, T-A-S</li> <li>2. building metalanguage to comment on grammar and vocabulary, for example, comparing adverbs used to express emotions in Auslan such as raising an eyebrow to show questioning or lowering the eyebrows to show surprise with equivalent English terms</li> <li>3. recognising that Auslan signs have been influenced by international signed languages, in a similar way to English borrowing words from other languages</li> <li>4. identifying and comparing features of particular types of Auslan and English texts, for example, comparing language that expresses emotion in a narrative text</li> <li>5. analysing samples of particular types of text noticing choices signers have made in the production of their text, for example, the amount of CA they use</li> </ol>
<p><b>Sub-strand: Understanding the interrelationship of language, culture and identity</b></p>	
<p>recognise that language reflects cultural practices, values and identity, and that this impacts on communication</p> <p>AC9L2AU6U04</p>	<ol style="list-style-type: none"> <li>1. preparing a presentation on the use of Auslan in the wider community, for example in news broadcasts, live theatre and emergency announcements, the visibility of Auslan–English interpreters and Deaf interpreters</li> <li>2. exploring how different technologies are used by deaf people to support social and community networks including direct or mediated communication through the use of interpreters</li> <li>3. investigating the profile and distribution of members of the Deaf community or Deaf organisations, for example, across states of Australia, using data from censuses and other sources to summarise and represent information in graph/visual form</li> <li>4. exploring, in Auslan or English, how language and culture are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of the Deaf community</li> </ol>

	<ol style="list-style-type: none"> <li>5. investigating the signed languages used by deaf and hard of hearing members of First Nations Australians' communities</li> <li>6. identifying the diversity of the Australian population, including Auslan users who are deaf, deafblind, those who are hard of hearing and hearing people such as CODAs and interpreters</li> <li>7. describing how Auslan has been passed down through generations, including that Auslan is often passed on through schools and social settings rather than from parents, and how it has been recorded, for example, video footage</li> <li>8. examining misconceptions held by some hearing people about deaf people, Auslan and Deaf culture, such as the idea that all deaf people can hear with hearing aids, or that deaf people may not drive and considering possible explanations for why people may make such assumptions</li> <li>9. recognising that the ownership of Auslan rests with the Deaf community and signs evolve naturally and should not be created by others</li> <li>10. researching and presenting a biography, profile or pictorial report on people or places significant to the Deaf community, for example, Eugene Salas and the original South Australian Deaf Society/Mission building</li> <li>11. identifying sign language use around the world using data from Ethnologue, for example by identifying and labelling countries on a world map with correct naming of the sign language used, such as France = LSF: Langue des Signes Française; Germany = DGS: Deutsche Gebärdensprache</li> </ol>
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## Years 7–8 (F–10)

### Band level description

In Years 7 and 8, Auslan learning builds on each student's prior learning and experiences. Students use Auslan, in person or via digital access, to interact and collaborate within and beyond the classroom. They sign and view to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.

Students access a range of signed, visual and multimodal texts from an increasing range of authentic sources which may include video clips, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.

### Achievement standard

By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, structures and expressions to create texts.

Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 7–8 (F–10)
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>AC9L2AU8C01</p>	<ol style="list-style-type: none"> <li>1. using signs to agree or disagree on relevant topics, such as,               <ul style="list-style-type: none"> <li>AGREE YES HOMEWORK SHOULD</li> <li>Yes, I agree we should do homework.</li> <li>PRO1 KNOW WHAT MEAN, BUT...</li> <li>I know what you mean, but ...</li> <li>PRO1 DOUBT</li> <li>I'm not sure.</li> <li>AGREE-NOT, PRO1 THINK...</li> <li>I don't agree; I think ...</li> </ul> </li> <li>2. using appropriate NMFs when turn-taking during class activities, for example,               <ul style="list-style-type: none"> <li>HOLD</li> <li>Hold that thought.</li> <li>QUICK INTERRUPT</li> <li>Can I just interrupt you quickly?</li> <li>WAIT... COME</li> <li>Can you just wait a moment ... Right, what did you want?</li> </ul> </li> <li>3. participating in videoconferencing exchanges with deaf children or other Auslan students from another states to compare and contrast aspects of their school and learning experiences</li> <li>4. engaging with deaf visitors from different groups and backgrounds and exchanging views about the experience in a vlog</li> <li>5. contributing to discussion and debate by expressing opinions, responding to others' perspectives, and using reflective language such as               <ul style="list-style-type: none"> <li>NEVER THOUGHT YEAH-RIGHT</li> </ul> </li> </ol>	

	<p>Oh yeah, I hadn't thought of that before.</p> <ol style="list-style-type: none"> <li>6. discussing the qualities looked for in friendships and relationships and giving reasons for these preferences</li> <li>7. responding to signed class and school announcements with more elaborate responses, for example: YES I CAN COME-TO-YOU HELP BUT CAN-NOT THURS Yes, I can help you with that, but not on Thursday.</li> <li>8. using appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish and not asking for a full recount</li> <li>9. clarifying meaning, for example by using fingerspelling to explain unfamiliar vocabulary, as in, PRO2 MEAN [fingerspell word]?</li> <li>10. commenting on information provided by others to indicate or to clarify understanding, for example: NOD INTERESTING Mmm, interesting. TRUE WHAT ABOUT...? True, but what about ...?</li> <li>11. extending discussion or debate by asking follow-up questions, clarifying their own contributions or suggesting relevant comparisons</li> <li>12. adjusting styles of communication according to situation, for example, getting someone's attention for a non-urgent matter versus an emergency situation</li> <li>13. organising standing or seated positions and 'signing space' when talking to one or more people, and adjusting the physical environment to be well-lit and without glare to enable effective communication</li> </ol>
<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9L2AU8C02</p>	<ol style="list-style-type: none"> <li>1. working in pairs or small groups to design and create visual resources that promote Auslan as an important area of study</li> <li>2. working collaboratively to create instructional or procedural texts for younger learners</li> <li>3. brainstorming, planning and working together to advertise and present an intercultural event for their year-level peers</li> <li>4. preparing for the visit of a member of the Deaf community, discussing how to ensure effective communication between the visitor and deaf and hearing members of the class</li> <li>5. providing feedback on completed events or activities and exchanging reflections, for example,</li> </ol>

	<p>FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD</p> <p>At the start, I wasn't sure it would work, but after a while I thought it went well.</p> <p>PRO1 WRONG NEVER AGAIN DO SAME</p> <p>I won't do that ever again.</p> <p>6. problem-solving around collaborative activities such as website design, science experiments or model-building, using wh- questions, for example,</p> <p>WHY FAIL WHY?</p> <p>Why isn't it working?</p> <p>WHO THINK CAN FIX?</p> <p>Who thinks they can fix it?</p> <p>FINISH, NEXT WHAT?</p> <p>What do we do next after we finish this?</p> <p>7. giving directions for outdoor activities such as an obstacle course or bushwalk, including expressions such as</p> <p>HAVE DS:round-oval FIRST RUN DS:draw-line THEN STOP. NEXT CLIMB DS:climb-over DS:land-on-feet THEN CRAWL DS:crawl-under-flat-thing</p> <p>There's a big oval. First you will run along one side of it. Then stop at the wall. Next you will climb over the wall then crawl under the net.</p> <p>8. investigating appropriate ways to join or take leave of a group interacting in Auslan and following appropriate protocols in interpreting situations outside the classroom, for example, in the playground</p> <p>9. sharing responsibility for providing information and context for a new participant joining a conversation</p>
<p><b>Sub-strand: Mediating meaning in and between languages</b></p>	
<p>interpret information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>AC9L2AU8C03</p>	<p>1. viewing signed texts such as media reports on activities such as Deaf sports or festivals and events in the Deaf community, and providing an overview of different perspectives presented</p> <p>2. researching signed texts such as interviews or videos to select information needed to prepare a signed presentation on a particular event or person</p> <p>3. interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed such as more use of fingerspelled words, less use of NMFs and DS, or the</p>

	<p>use of different signs, such as FILM (old sign), TOILET (old sign)</p> <ol style="list-style-type: none"> <li>4. listening to, reading or viewing First Nations Australian authors' stories in English or Auslan and responding to them in Auslan</li> <li>5. analysing online profiles and news stories about high-profile members of the Deaf community such as Colin Allen, Dr Breda Carty or Dr Robert Adam, and presenting a review of media representation</li> <li>6. viewing and responding to signed poetry from around the world and noting differences and similarities in 'visual vernacular' approaches</li> <li>7. recognising how a character's feelings and attitudes are expressed through NMFs and manner by evaluating one signed story presented by two different deaf people and noting the variation in NMFs and manner by signers</li> <li>8. evaluating Deaf performances or art forms that use technology, colour or imagery for deliberate visual effect, to express the Deaf experience such as the De'VIA movement, and prepare a response outlining the differences between Deaf art and De'VIA, and what makes De'VIA important to Deaf culture</li> <li>9. identifying and profiling deaf artists who make use of music and other art forms</li> <li>10. comparing visual elements of signed media texts with those of equivalent texts produced for a hearing audience, for example, teen dramas on BSL Zone, or short films like 'The Silent Child' (UK) or 'Hand in Hand' (NZ)</li> <li>11. exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements</li> <li>12. analysing how elements of theatre performance such as emotional nuance are communicated through interpreters in a live setting</li> </ol>
<p>interpret and translate signed, spoken and written language to convey meaning in a range of familiar and some unfamiliar cultural contexts</p> <p>AC9L2AU8C04</p>	<ol style="list-style-type: none"> <li>1. interpreting Auslan phrases and expressions that do not translate literally, identifying similar English expressions and considering possible consequences of lack of equivalence in terms of intercultural communication, for example, TRAIN GONE SORRY, or to 'kick the bucket'</li> <li>2. translating simple filmed texts in Auslan into written English captions</li> <li>3. sight translating short English texts such as news articles, own stories, or short speeches into Auslan for review by their peers, noting any variations in choices and discussing possible reasons for these</li> <li>4. translating an Auslan version of a well-known text such as a song or story, considering why some words or expressions require a freer translation than others to achieve equivalence</li> <li>5. interpreting simple interactions between deaf students or guests and non-signers</li> </ol>

	<ol style="list-style-type: none"> <li>6. considering the bimodal nature of Auslan–English interpreting, and discussing the possibility for both consecutive and simultaneous interpreting of information in communicative exchanges</li> <li>7. creating bilingual versions of short, simple texts such as instructions for a game or procedures for a recipe</li> <li>8. creating translations of English song lyrics or poetry for presentation in Auslan</li> <li>9. recognising that not all words and signs are semantically equivalent, identifying translations for English idioms such as ‘hit the hay’ and ‘raining cats and dogs’</li> </ol>
<b>Sub-strand: Creating text in Auslan</b>	
<p>create and present signed, visual and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context</p> <p>AC9L2AU8C05</p>	<ol style="list-style-type: none"> <li>1. creating signed announcements to inform members of the school community about events such as a Deaf arts performance, festivals, or the National Week of Deaf People</li> <li>2. developing a signed news report or public announcement to inform an imagined audience of a new baby animal arrival at the zoo, or a topical news event at school</li> <li>3. recounting their own and others’ experiences of school-related or personal events, such as school camps, holidays or concerts</li> <li>4. creating an advertisement in Auslan for travel to a significant cultural location on a First Nations Country/Place including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc</li> <li>5. creating and comparing individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity, including First Nations Australians</li> <li>6. providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or sign linguistics game</li> <li>7. creating digital clips or social media posts designed to persuade and encourage a change in behaviour amongst peers on an issue of relevance, such as the importance of recycling</li> <li>8. creating a performance for a class or school talent show, such as a signed song, poem, skit or humorous retelling of an anecdote, or improvisation games requiring a spontaneous response such as ‘60 seconds to make the audience laugh ...’</li> <li>9. playing with light and shadow as a means of highlighting handshapes and movement, for example, in shadow puppet performances</li> </ol>

	<ol style="list-style-type: none"><li>10. interpreting a theatre set sketch/picture from paper and signing it to a peer, describing the interior lay out of the room, using Auslan and integrating elements of space and DS</li><li>11. role-playing an imagined dialogue, partially scripted, incorporating elements of dramatic effect, such as emotion, or humour</li><li>12. role-playing interpreting in a range of contexts, for example, in a shop or at a sports match</li><li>13. making a short documentary in Auslan about a topical issue, moving through the processes of drafting, translating, editing and captioning, trialling alternative captioning tools</li><li>14. role-playing interpreting in a range of contexts, for example, in a shop or at a sports match</li></ol>
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Strand: Understanding language and culture		Years 7–8 (F–10)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply knowledge of conventions of sign production to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>AC9L2AU8U01</p>	<ol style="list-style-type: none"> <li>1. 'reading' and transcribing glossed texts, and creating own simple gloss or annotations that show notations for using space, NMFs, DSs and CA</li> <li>2. understanding that signs can be iconic, such as representing a whole or part object, that there are degrees of iconicity, including fully transparent, translucent, and those that are not iconic, and are considered opaque, or arbitrary</li> <li>3. identifying the production of double-handed signs, such as BOOK, LANGUAGE and how these signs move, compared to two-handed signs such as THEATRE, CULTURE, and the different handshape and movement rules that apply</li> <li>4. demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, and describing their function</li> <li>5. applying the ability to swap hand dominance and anchor either the dominant or subordinate hand for a purpose</li> <li>6. understanding the need to modify pace for emphasis in familiar contexts, such as when recounting an event</li> <li>7. applying consistent patterning and emphasis used in both lexicalised and non-lexicalised fingerspelling</li> <li>8. identifying minimal pairs in a series of teacher-provided examples, then generating own examples such as BROTHER – PAPER, SISTER – DINNER</li> </ol>	
<p>apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>AC9L2AU8U02</p>	<ol style="list-style-type: none"> <li>1. recognising that signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space</li> <li>2. creating a digital resource demonstrating that handshape and movement represent different things in each type of DS, for example, entity DSs, handling DSs and SASS DSs</li> <li>3. noticing, with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and fully-lexical signs in the same utterance</li> <li>4. recognising that nouns can be pluralised by locating them repeatedly regardless of their original location</li> <li>5. distinguishing between directional and locational indicating verbs, for example, GIVE PRO3 and GIVE PRO1;</li> </ol>	

	<p>and OPERATION (cochlear implant vs. Appendix)</p> <ol style="list-style-type: none"> <li>6. observing instances of CA in a signed text on video, and recording the time marker for when it occurs, and providing suggestions for why it has been used at that point</li> <li>7. understanding that signers may include linguistic and gestural elements in a clause, that is, signers can tell, show or do both simultaneously, using a combination of lexicalised signs and DS, NMFs, space, and CA</li> <li>8. noticing that signed phrases and meaning is created from a combination of fully-lexical signs, partly-lexical signs and non-lexical CA, NMFs and gesture</li> <li>9. understanding the different functions of a range of NMFs such as those used for questions (yes/no and wh-forms), statements, topicalisation, negation or conditional forms</li> <li>10. recounting events using clauses joined by conjunctions to make longer sentences, demonstrating understanding that these conjunctions can be shown with separate signs as discourse markers, such as THEN, ANYWAY, S-O, PLUS, NEXT, or by NMFs, for example by pausing between clauses, or clasp hands</li> </ol>
<p>reflect on similarities and differences between Auslan and English language structures and features, using metalanguage</p> <p>AC9L2AU8U03</p>	<ol style="list-style-type: none"> <li>1. noticing that differing purposes in text creation result in differing types and amounts of signing, for example, the amount of fingerspelling used in a public lecture compared to in a private conversation or the degree of influence from English in the conventions of a fairytale presented in Auslan</li> <li>2. identifying instances of representation of direct and indirect speech in English texts and corresponding use of CA in Auslan to demonstrate the same feature</li> <li>3. comparing two signers' texts about the same topic and evaluating the different choices they have made in terms of enacting through DSs or CA</li> <li>4. reflecting on the effect of a signer's or speaker's use of discourse markers and space to show topic and information shifts in a description or information report</li> <li>5. noticing how signers construct cohesive and coherent texts through the use of discourse markers and text connectives such as BUT and G: WELL to create links between clauses, and compare how this is managed in English</li> <li>6. presenting to the class some observations comparing iconicity in Auslan with the use of onomatopoeia in English</li> <li>7. developing a chart showing variations in Auslan around Australia and differences between Auslan and other international sign languages</li> </ol>

**Sub-strand: Understanding the interrelationship of language, culture and identity**

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes

AC9L2AU8U04

1. exploring the impact of personal biography on identity and communication with peers, including family origins, traditions, beliefs, practices, interests, and experiences and creating a visual representation such as a collage
2. noticing how contemporary values about technology impacts young people and their use of language in Auslan, and in written English formats
3. presenting to the class or school assembly on the impact of learning Auslan on perceptions, understanding, and attitudes towards Deaf culture and people
4. reflecting on how First Nations Australians' languages have strong connections to Country/Place and how these can be compared to language variation and sense of place and space in the Deaf community
5. considering the relationship between culture, ways of thinking, and language, such as comparing the cultural concept of Deaf identity with own concept of identity
6. reflecting on the core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, the importance of respect for elders, and reciprocity and responsibility, for example, how signing TAP-2h++ reflects the shared understanding of responsibility to share information and pass on knowledge
7. identifying how the visibility of signers in the media and communication has increased awareness of the Deaf community
8. researching and presenting profiles of the roles, influences and/or achievements of Deaf organisations, leaders and individuals in the Deaf community, in advocating for the Deaf community
9. reflecting on school events such as 'International Day' or 'Harmony Day', raise awareness of the diversity of languages and cultures represented in their school
10. analysing how concepts related to cultural practices and identity are valued, for example, by identifying elements of naming systems such as the use of pointing, NMFs and name signs
11. researching the status and recognition of signed languages in other countries, , considering issues such as language rights, documentation and development efforts

## Years 9–10 (F–10)

### Band level description

In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions that communicate their own and others' experiences of the world. They sign and view to communicate with users of Auslan locally and globally through authentic community and online events. They access and create signed, visual and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include textbooks, video clips, feature articles, television programs and social media. They expand their knowledge and control of Auslan signs, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values.

### Achievement standard

By the end of Year 10, students contribute to and extend interactions in Auslan in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures to create and respond to texts. They use language devices to sequence events and to enhance meaning and cohesion.

Students apply and adjust signing to extend fluency. They demonstrate understanding of the conventions of texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Auslan texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Auslan to evaluate how this learning influences their ideas and ways of communicating.

Strand: Communicating meaning in Auslan		Years 9–10 (F–10)
Sub-strand: Interacting in Auslan		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others</p> <p>AC9L2AU10C01</p>	<ol style="list-style-type: none"> <li>1. explaining or justifying positions in discussion or debate, for example, by using space and NMFs to contrast views</li> <li>2. elaborating on opinions in relation to social, community or educational matters, for example, exchanging views on a newspaper article about Deaf people</li> <li>3. using researched information to contribute to formal group interactions, for example, panel discussions on issues such as the roles and responsibilities of interpreters</li> <li>4. creating hypothetical situations to contextualise a discussion or debate, for example,               <p style="margin-left: 20px;">PRETEND PRO2 DEAF....</p> <p style="margin-left: 20px;">Pretend that you're deaf ...</p> <p style="margin-left: 20px;">I-F PRO2 BOSS WILL CHANGE WHAT?</p> <p style="margin-left: 20px;">What would you change if you were boss?</p> </li> <li>5. using strategies to initiate and support discussion such as by providing the context of a conversation to a new participant, for example,               <p style="margin-left: 20px;">PRO3 SAY...</p> <p style="margin-left: 20px;">She was saying that ...</p> </li> <li>6. demonstrating awareness of social sensitivities or conventions, for example, by using euphemistic signs or allusions for concepts such as TOILET, BIRTH</li> <li>7. discussing current affairs or justifying a position in relation to issues of interest to their group such as conservation, gender equity, or social media</li> <li>8. making connections between ideas, actions and effects, using reflective language, for example,               <p style="margin-left: 20px;">SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2 PAST THINK-ABOUT WILL TRUE HAPPEN</p> </li> </ol>	

	<p>Sometimes things happen because you think they will, so it comes true. CAR CRASH BECAUSE TEXTING. The car crashed because he was texting.</p> <ol style="list-style-type: none"> <li>9. communicating via video calls or social media platforms, using Auslan to build relationships, share views and extend their practice of Auslan, demonstrating culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community, for example, waiting to be introduced to new people, knowing how to introduce themselves as L2 Auslan learners, for example, HELLO MY NAME ____, ME LEARN AUSLAN. MY TEACHER WHO? (SIGN NAME/fingerspell)</li> <li>10. contributing to discussions that consider different perspectives on selected issues, for example, differences in views on Deaf education, the environment, or the influence of social media on their lives</li> <li>11. signing announcements, instructions, advice or information in relation to an event or emergency</li> <li>12. demonstrating moving body position to navigate lines of sight for a communication exchange, such as light pressure of hand to shoulder to push student to lean back so students in the row can see the person signing</li> </ol>
<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9L2AU10C02</p>	<ol style="list-style-type: none"> <li>1. managing shared learning experiences that involve differences in opinion or cultural perspectives such as a class debate about climate change, or homework being compulsory</li> <li>2. navigating multistep directions and decisions in pairs or small groups in learning activities that offer alternatives or choices, such as creating a website, or the process of applying for a learners permit for driving</li> <li>3. negotiating hypothetical scenarios involving members of the Deaf community to highlight issues associated with diversity, culture and identity, for example, experience in domains such as education or sport</li> <li>4. planning and promoting cultural events such as a cake stall, or a school performance at Deaf festivals or advertising the activities during the National Week of Deaf People</li> <li>5. planning action on an issue affecting the Deaf community, such as captioning and funding support for Deaf organisations</li> <li>6. organising real or simulated transactions that involve financial or service exchanges, for example, planning the budget and food items for catering for an Auslan class celebration, or ordering books or digital resources for the school library</li> <li>7. negotiating how to best promote participation in community programs such as volunteering at the local Child Daycare Centre or Aged Care facility</li> </ol>

**Sub-strand: Mediating meaning in and between languages**

evaluate and synthesise information, ideas and perspectives in a broad range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience

AC9L2AU10C03

1. accessing information from a variety of signed sources to inform class discussions on issues of current debate within the Deaf and their local community
2. reviewing signed texts about a social or cultural issue of relevance to their peer group, and creating questions to prompt evaluative responses from their peers
3. researching and comparing signed information about significant movements associated with Deaf rights across different times and contexts, such as the Milan Congress and Deaf President Now, and using information to present a signed review or evaluation
4. listening to, reading or viewing First Nations Australians' stories in English or Auslan, and creating a profile of them in Auslan
5. viewing signed documentaries, interviews or speeches and commenting on how presentation of information can shape opinion and provide different perspectives
6. searching the internet for examples of work by Deaf dancers, musicians or performers of physical theatre and discussing effectiveness of performance in relation to entertainment, emotion or skill, for example, performances by Bernard Bragg, Evelyn Glennie or Elvin Lam
7. responding to forms of Deaf art that challenge perceptions and stimulate discussion such as the work of Christine Sun Kim or Asphyxia, and writing a summary of view points
8. comparing responses to creative texts that present personal or controversial points of view in powerful ways, for example, Deaf slam poetry performances by Todd Wright or Alex Jones
9. responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, 'Butterfly Hands' by Walter Kadiki
10. analysing information contained in different signed texts produced by or about the Deaf community, or issues that concern young people, identifying examples of bias and distinguishing between fact and opinion
11. responding to animations created by or about deaf people and discussing the effectiveness of conveying all parameters of signing, for example, The Long Knife, or Gallaudet: The Film by Braam Jordaan
12. reading reviews of live Deaf theatre performances and the use of deaf interpreters and consultants and comparing interpretations in a digital summary
13. researching aspects of available interpreting services in the area, for example, qualifications required for employment, ethical considerations, and impact of interpreting and translating accuracy in specialised contexts and presenting information in a multimodal format

<p>interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9L2AU10C04</p>	<ol style="list-style-type: none"> <li>1. experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion, for example, 'hit the hay', and recognising the nature and function of cultural elements of communication and their impact on language use</li> <li>2. comparing different translations of online Auslan and English public announcements or government policy/information texts in terms of approaches to translation, for example, free versus literal translation</li> <li>3. comparing individual translations, with a back-translation by a peer, and reviewing useful references, like online Auslan translations to cross check with an original source by a native signer</li> <li>4. considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, Auslan uses spatial concepts or DS to describe the scenes, which may take longer to explicate in a spoken language</li> <li>5. translating songs, poems or short stories from English into Auslan, for example, 'I Am Australian', recognising challenges in transferring meaning, expression, culture or mood</li> <li>6. evaluating video annotation software options as a tool to assist in the transcription and analysis of signed languages and provide a summary of the pros and cons of the software</li> <li>7. creating a bilingual glossary by recording various Auslan phrases and expressions used by native deaf signers, attaching English captions with appropriate translations, for example, pah! = finally, bah bah = bizarre; hup = forbidden</li> <li>8. creating collaborative translations of Auslan texts in spoken English or captions of selected signed texts and vice versa</li> <li>9. collecting and explaining to non-Auslan users expressions and culturally-loaded terms encountered in Auslan texts, for example, 'hearing', 'residential school'</li> <li>10. exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters</li> </ol>
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**Sub-strand: Creating text in Auslan**

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

AC9L2AU10C05

1. working in groups to create multimedia texts that invite consideration of social or cultural questions that concern young people
2. creating persuasive texts such as vlogs or advertisements to convince others of the value and relevance of learning Auslan
3. creating a video report of a significant event in Deaf history such as the ratification of the Convention on the Rights of Persons with Disabilities
4. reflecting in Auslan on the impact of a visit to a significant location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site's significance
5. providing appropriate explanations in Auslan for a younger audience of concepts associated with other curriculum areas such as global warming or social justice
6. creating and presenting explanations about simple biological or mechanical phenomena or processes such as how the ear, hearing aids and cochlear implants work; or how a car engine works
7. creating a signed interpretation of a wordless animation to entertain younger students, for example, short cartoon clips with no volume
8. creating a handshape story using a base formation such as point handshape to sign a short story exclusively using only that one handshape
9. creating a piece of art such as a sculpture, collage or film clip that reflects their experience of learning about a significant world event
10. creating a bilingual virtual tour of the school for use on a school website
11. developing a signed and captioned film presentation about the role of interpreters in school
12. creating a film clip, vlog, signed post or a brochure with tips and strategies to assist in learning Auslan
13. presenting biographies about significant members of the Deaf community such as Colin Allen, Dr Breda Carty, or Dr Robert Adam

Strand: Understanding language and culture		Years 9–10 (F–10)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply features and conventions of sign production to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>AC9L2AU10U01</p>	<ol style="list-style-type: none"> <li>1. noticing limitations on production and perception of signed languages such as staying seated or standing in one location, compared to a wider use of space and movement of whole body and feet for mime</li> <li>2. exploring why some handshapes are more common than others, for example, for efficiency of production</li> <li>3. understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY or meaningful such as the movement and the handshape in the sign GIVE</li> <li>3. applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example, PRO1 WAIT-for-a-long-time PRO2, observing that English can do the same with changes to the length of phonemes, for example, I screeeeeeeeeeaaaaamed!</li> <li>4. modifying dominant and non-dominant hands for effect or use one hand only to convey the same meaning as the original two-hand sign</li> <li>5. understanding the need to modify pace for emphasis in familiar and unfamiliar texts, such as narrating exciting events in a story</li> <li>6. applying fingerspelling restricted to proper nouns and DS used more frequently to convey meaning</li> <li>7. viewing and capturing non-citation forms of signs in a text, such as KNOW, and reasons why such signs may be reduced or displaced in natural conversation for efficiency purposes</li> <li>8. beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the ‘time as space’ metaphor in both languages</li> <li>9. glossing a text, including identifying which signs are used, and transcribing DSs and periods of CA</li> </ol>	
<p>apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas</p> <p>AC9L2AU10U02</p>	<ol style="list-style-type: none"> <li>1. understanding that signers can set up referents in the signing space as if they are part of that space such as character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table or as if they are outside it as observer, for example, using 5claw in two locations to represent two houses</li> <li>2. identifying instances of DSs and their type, such as entity, handling or SASS in increasingly complex Auslan texts</li> <li>3. producing of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE in conjunction with CA elements</li> </ol>	

	<ol style="list-style-type: none"> <li>4. identifying where and how signers are using CA, for example, by eye gaze change</li> <li>5. using signs that function as interjections or discourse markers, such as WHAT? Or THEN, S-O, ANYWAY</li> <li>6. using modal verbs and NMFs to express possibility, obligation and ability such as MIGHT, WILL, SHOULD</li> <li>7. understanding that conditional forms have a main and dependent clause and associated NMFs such as TOMORROW I-F RAIN (eyebrows raised), FOOTBALL CANCEL (OFF) - If it rains tomorrow the football will be cancelled</li> <li>8. applying knowledge of how meaning or emphasis in phrases can be changed by reordering clauses or parts of clauses</li> <li>9. understanding that the presence of CA or DSs affects how a clause is structured</li> </ol>
<p>reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features</p> <p>AC9L2AU10U03</p>	<ol style="list-style-type: none"> <li>1. analysing specific types of text by identifying characteristic language features such as storytelling will contain more DSs and CA than a formal presentation to the class</li> <li>2. reviewing a videoed class debate to see how language is used in Auslan and English texts to justify opinions and persuade others</li> <li>3. conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer, for example, a persuasive text about the benefits of buying a second-hand car as a novice driver, rather than a new car</li> <li>4. noticing how signers can compare or contrast ideas by locating things in the same or opposing signing space in Auslan to illustrate similarities and differences, and noting how this is handled in English</li> <li>5. analysing the ways in which Auslan uses NMFs to link clauses and achieve textual cohesion and compare with devices used in English to achieve similar cohesion</li> <li>6. observing and comparing the prosodic features of Auslan and English in a familiar text, documenting the similarities and differences in rhythm, pace, stress, intonation and overall expression between the languages</li> </ol>
<p><b>Sub-strand: Understanding the interrelationship of language, culture and identity</b></p>	
<p>reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating</p> <p>AC9L2AU10U04</p>	<ol style="list-style-type: none"> <li>1. using photographs or digital images to create stories using elements that influence identity such as diversity, disability, ethnicity or gender</li> <li>2. sharing personal stories of deaf people and considering the impact of additional factors in individual stories, such as the impact of exclusion and inclusion, both in the wider community, and in the Deaf community</li> <li>3. reflecting on examples of inclusive or exclusionary language in texts that might impact on a person's sense of identity, for example, the representation of deaf teenagers in the TV program Switched at Birth or the documentary Deaf Teens: Hearing World; comparing representations with their own experiences as</li> </ol>

	<p>teenagers</p> <ol style="list-style-type: none"> <li>4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Auslan for a group of Auslan-using visitors at a school assembly</li> <li>5. presenting to the class or school assembly, to promote the learning of Auslan, the ways attitudes and values in the wider community have changed towards Auslan in recent years, and the reasons for this evolution in perception and the increased positive profile</li> <li>6. developing a survey of deaf people's perspectives on the significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance</li> <li>7. analysing notions of 'Deaf Gain' and Deafhood, and reflecting on how these concepts apply to students as second language learners of Auslan, considering how a first language user of Auslan may experience Deaf gain and Deafhood</li> <li>8. researching and evaluating the work of the WFD in supporting the Deaf community in developing countries, and the projects that have impacted on local attitudes and values towards sign languages, deaf people, and Deaf culture</li> <li>9. reflecting on how deaf people around the world build shared group identity, for example through gathering formally as international communities through activities such as WFD Congresses, WASLI conferences, Deaf film festivals, performing arts, or sporting events such as the Deaflympics, and how these contribute to language building, language preservation and greater awareness of signed languages</li> <li>10. investigating successful enterprises and businesses initiated by Deaf people or communities and how this supports a better perception of the Deaf People and their achievements discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)</li> </ol>
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## Years 7–8 (Year 7 entry) L2

### Band level description

In Years 7 and 8, students are beginning their learning of Auslan. This will be influenced by the extent of students' backgrounds and prior experiences of language learning. Students use Auslan to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Signing and viewing activities are supported by modelling, scaffolding and feedback. First and second-language learners may work collaboratively to facilitate learning.

Students access authentic and purpose-developed signed, visual and multimodal resources which may include conversations, video clips, textbooks, advertisements and blogs. They may source texts and other resources from their local community to share with peers. Students use their Auslan and/or English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They understand differences between using signs in Auslan and in using the Roman alphabet in English. They recognise that language choices reflect cultural identity, beliefs and values.

### Achievement standard

By the end of Year 8, students use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning. They respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled grammatical structures to create texts.

Students use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication. They comment on aspects of Auslan and English language structures and features, using metalanguage. They demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

**Strand: Communicating meaning in Auslan**

**Years 7–8 (Year 7 entry)**

**Sub-strand: Interacting in Auslan**

**Content descriptions**

*Students learn to:*

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

AC9L2AU8EC01

**Content elaborations**

*This may involve students:*

1. exchanging greetings, thanks and apologies, adjusting language to suit the situation, for example: HELLO, GOODBYE, HOW-ARE-YOU? PLEASED-MEET, SEE LATER, GOOD-LUCK, THANKS, SORRY, HAPPY BIRTHDAY, CONGRATULATIONS, DEAF, HEARING? MY NAME..., WHERE-FROM?
2. sharing information about themselves, significant others, family members, friends or pets, for example, THAT BABY POSS2 SISTER  
That baby is your sister.  
PRO1 LIVE WITH WHO? POSS1 AUNT  
I live with my Aunt.  
PRO3 HAVE ONE DOG TWO CATS  
He has a dog and two cats.  
WHO (PRO3)? MY FRIEND M-A-R-Y  
That's my friend, Mary.
3. interacting in a respectful manner, by backchannelling with NMFs, and signs, for example, KNOW++  
I know.  
UNDERSTAND  
I understand.  
DON'T KNOW (head shake)  
I don't know.
4. following appropriate deaf-friendly classroom protocols when interacting in Auslan, for example, tapping, pointing and waving for peer attention; maintaining eye gaze; back-channelling such as nodding; limiting the use of voice; maintaining a clear line of sight; managing visual noise such as background, glare from windows, filming and online protocols re: signing envelope on camera

	<p>5. asking for repetition, help, or permission, for example, PLEASE SLOW SIGN Could you sign that slowly please? AGAIN Please repeat. PLEASE HELP-me? Can you help me, please? G:HANDS-UP PLEASE PRO1 NEED TOILET Can I go to the toilet please? THANK-YOU HELP-me Thank you for helping me.</p> <p>6. asking and responding to questions about a familiar topic such as a shared school experience, for example, PRO2 LIKE AUSLAN? Do you like Auslan? PRO2, SUBJECT WHAT STUDY WHAT? And you, what subjects do you study? SCHOOL LIKE PRO2? Do you like school?</p> <p>7. describing and comparing people and objects using SASS DSs, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair My maths teacher has long wavy hair. SCHOOL UNIFORM HAVE DS:long-thin-tie The school uniform has a long thin tie.</p> <p>8. discussing plans using time markers such as TODAY, YESTERDAY, TOMORROW, NEXT-WEEK, LAST-WEEK, WEEKEND, days of the week REGULAR SUMMER PRO1-plural GROUP-MOVE-TO BEACH STAY++ THREE WEEK.</p>
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	<p>We go to the beach for three weeks in summer.</p> <p>9. sharing information about routines, interests and leisure activities WEEKEND PRO1 GO-TO-AND-BACK++ CAMP I go camping on weekends.</p> <p>10. expressing likes, dislikes, preferences, agreement and disagreement using associated NMFs, for example, PRO1 LIKE WATERMELON. DON'T-LIKE ORANGE I like watermelon; I don't like oranges. MATH OR ENGLISH? RATHER MATH (point, affirmative) I prefer math to English. PRO2 LIKE FOOTBALL? PRO1 DISAGREE. SOCCER BETTER You like football? I think soccer is much better!</p> <p>11. exchanging information about celebrations and special events TOMORROW, AUSLAN DAY. YOU D-O WHAT? What are you doing for Auslan Day tomorrow? YESTERDAY YOUR BIRTHDAY? HAPPY BIRTHDAY! HOW-OLD-YOU Happy birthday for yesterday! How old are you?</p> <p>12. giving, accepting or declining invitations, such as CAN'T (polite headshake/apologetic NMF), WHY? BASKETBALL TRAINING Sorry, I can't go because I have basketball training.</p>
<p>engage in modelled signed and visual exchanges with peers to organise activities relating to daily life and school environment AC9L2AU8EC02</p>	<p>1. using classroom language such as following instructions for class routines, for example, PLAY GAME. PLEASE STAND UP We're going to play a game; please stand up. LOOK-AT-me PRO1 Eyes to the front. PLEASE WITH-2++ Please find a partner.</p>

	<p>TAP++</p> <p>Get attention of person next to you.</p> <p>2. participating in games and activities such as enacting scenarios involving being lost and asking for or giving directions, for example,</p> <p>ART ROOM – WHERE?</p> <p>Where is the art classroom?</p> <p>TODAY YOU ARRIVE SCHOOL HOW?</p> <p>How did you get to school today?</p> <p>3. exchanging information about daily activities and individual schedules and determining dates and times to organise an event, availability of dates/times and agreeing on when a booked event can take place</p> <p>4. discussing roles and responsibilities that involve organising, negotiating and prioritising tasks, for example, in devising an activity or game for the class, for example,</p> <p>DEAF HISTORY PROJECT - AGREE, WE MAKE (list buoys) 1. POWER-POINT, 2. GAME</p> <p>For the deaf history project, I agree, we will make a Powerpoint, then a game</p> <p>PRO2 TYPE PRO1 WRITE</p> <p>You type and I'll write.</p> <p>5. discussing and documenting success of an activity and aspects to change or improve on for future planning</p> <p>6. negotiating turn-taking, for example,</p> <p>PRO1 FIRST YOUR-TURN</p> <p>It's my turn first, then your turn.</p> <p>7. following instructions on using online video platforms, Signbank and Auslan dictionaries</p> <p>8. participating in games and activities in creative ways, for example, playing 'Sign Circle' to practice new vocabulary or passing on a sign shape</p> <p>9. shadowing a filmed Auslan story about an event in daily life, giving opportunity for students to copy signs and NMFs precisely from a signedtext</p> <p>10. watching a range of skits and then collaboratively representing the story or characters using DS, NMFs and CA, for example, Rob Roy's sports story</p> <p>11. reviewing a peer's work in pairs, providing feedback and encouragement or praise on aspects and features</p>
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	<p>of the signed text</p> <p>12. considering adaptations to Auslan use when communicating in different physical environments such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs.</p>
<p><b>Sub-strand: Mediating meaning in and between languages</b></p>	
<p>locate and process information and ideas in familiar signed, visual and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>AC9L2AU8EC03</p>	<ol style="list-style-type: none"> <li>1. gathering information from signed texts or their peers about interests, hobbies, sports, holiday plans, preferred foods, home or school routines, and summarising findings in formats such as tables, pie charts, dot points, or graphs</li> <li>2. observing informative signed texts such as weather reports, or simple information or announcements about events and celebrations, identifying key points of information to inform others, or to engage in a barrier/information-gap game on similar themes</li> <li>3. collecting information from signed texts about people, schedules or events and using the information in new ways, for example, by creating a timeline, timetable or diary entry to show sequence of activities</li> <li>4. listening to, reading or viewing First Nations Australian authors' stories in English or Auslan and responding to them in Auslan</li> <li>5. viewing and following procedural signed texts such 'how to' craft activities, or following directions, for example, by labelling key locations on a school map, or by creating a route to see certain animals for a visit to a zoo</li> <li>6. paraphrasing key content of selected community texts available in Auslan such as public service or promotional announcements on the Deaf Emergency Info website, writing an English summary of the signed information</li> <li>7. investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia; the work of high-profile individuals such as activists or actors; or through events such as NWDP Deaf Festival, Auslan Day, Australian Deaf Games, or Deaf art exhibitions</li> <li>8. viewing and responding to visual texts such as handshape art, and art produced by and about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan</li> <li>9. researching various deaf artists and their style of work and sharing information in preferred presentation mode</li> <li>10. accessing different versions of imaginative signed texts and indicating which they prefer and why, for example, viewing different Auslan versions of 'The Timber Joke', 'Deaf jokes' or a well-known fairytale</li> </ol>

	<ol style="list-style-type: none"> <li>11. responding to signed poems and ‘visual vernacular’ (VV) descriptions of a character’s appearance or events, for example, shadowing a sample of the VV work of well-known poets and artists such as Edan Chapman, Amina Ouahid, Edyta Kozub, Justin Perez, Frédéric Vaghi</li> <li>12. viewing representations of deaf people in different media forms, such as in performative or entertainment texts, for example, reality television shows with deaf contestants or movies with deaf characters</li> <li>13. viewing a series of Auslan identity stories such as those created by members of the Deaf community, and comparing their personal experiences growing up with those presented in the stories</li> </ol>
<p>develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts</p> <p>AC9L2AU8EC04</p>	<ol style="list-style-type: none"> <li>1. noticing how signs can convey rich, multi-layered meaning which might not have a direct match in English, for example, in stories or fairytales</li> <li>2. shadowing a simple story in Auslan as a pre-interpreting skill, noticing which phrases and concepts create more challenge than others</li> <li>3. demonstrating the use of online sign dictionaries, for example by reviewing the various meanings of the word ‘run’, and comparing the signed concepts</li> <li>4. using online dictionaries to assist with short translations of Auslan into English and vice versa</li> <li>5. translating simple filmed texts from Auslan to English by adding captions</li> <li>6. recording and translating into English some simple Auslan ‘identity stories’ filmed by members of the Deaf community</li> <li>7. translating short, simple written or spoken texts into Auslan, for example, instructions for a game or procedures such as recipes</li> </ol>
<p><b>Sub-strand: Creating text in Auslan</b></p>	
<p>create signed, visual and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, phrases, grammatical structures and some textual conventions</p> <p>AC9L2AU8EC05</p>	<ol style="list-style-type: none"> <li>1. recounting events from the weekend, home or school routines, a special occasion, a school camp or sports day, festivals or celebrations, using preferred presentation mode</li> <li>2. describing items of school equipment such as those used in woodwork, science or sports, and giving simple signed explanations of how they work</li> <li>3. instructing the class in a procedural text such as a simple recipe or instruction guide, using list buoys</li> <li>4. creating an advertisement in Auslan for travel to a significant cultural location on a First Nations Country/Place, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc</li> <li>5. creating and comparing individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity, including First Nations Australians</li> </ol>

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|  | <ol style="list-style-type: none"> <li>6. sharing information from their home or local community using visual infographics or diagrams, for example, family traditions or cultural events</li> <li>7. re-enacting short stories or wordless animations that include two characters and their interactions through the use of CA and depiction</li> <li>8. using simple ‘visual vernacular’ strategies to create and enact a short scenario about an imaginary character and a particular object, using SASS, entity and handling DSs, aspect, manner, NMFs and CA, for example, after viewing the opening sequence of “The Lion King” in cinematic signing (ASL)</li> <li>9. creating amusing short sequences of signs using a fixed handshape, such as the index finger ‘point’, for example: ME SEE (point there) SNAKE! (travel DS on ground) TREE (DS), SNAKE (wind up top tree DS)</li> <li>10. creating digital glossaries of new sign vocabulary, which can be used to share their personal learning with family members or as a study resource</li> <li>11. creating signed music video clip, or poem in Auslan based on source text</li> </ol> |
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Strand: Understanding language and culture		Years 7–8 (Year 7 entry)
Sub-strand: Understanding systems of language		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>recognise and use modelled combinations of handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signs and phrases and demonstrate understanding of how these are represented in familiar contexts</p> <p>AC9L2AU8EU01</p>	<ol style="list-style-type: none"> <li>1. noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling, with NMFs</li> <li>2. noticing the variation in ‘handedness’ between signers in relation to both signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite</li> <li>3. recognising and using signs with a change in handshape, for example FIND or BEST</li> <li>4. identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW</li> <li>5. observing a sign's handshape and its orientation, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist)</li> <li>6. noticing the five major locations of signs on the body (body anchored signs) or in space (non-body anchored), and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), PAST (non-body anchored, head signing space), HAVE, STOP and ONE (non-body anchored, chest signing space)</li> <li>7. noticing the path movement of a particular sign and identifying signs associated with the major types of primary and secondary path movements, for example, THROUGH (forwards) or FULL (down to up) – both primary; or WHEN (wiggle on cheek) or DINNER (tap on chin) – both secondary movements</li> <li>8. understanding that NMFs are a significant Auslan element, paralleling vocal inflection in spoken language, and can show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative in LIKE and DISLIKE</li> <li>9. noticing that in a stretch of connected signing, a sign will often be produced differently to the way it is shown in a dictionary in terms of citation and non-citation form, for example KNOW taught as ++ at temple location, but in conversation this sign is often dropped into a lower signing space such as cheek, or even lower</li> <li>10. distinguishing between single, double and two-handed signs, and identifying which hand is consistently dominant and which is non-dominant in two-handed signs, and how such signs may move, for example, double-handed signs with same handshape move in the same way (BOOK, DIFFERENT, LANGUAGE), while two-handed signs have one stationary hand and only the dominant hand moves (COLOUR, CULTURE, IMPORTANT)</li> </ol>	

	<ol style="list-style-type: none"> <li>11. swapping hand dominance and anchoring either the dominant or subordinate hand for a purpose</li> <li>12. comparing iconic signs that provide visual images of referents such as DRINK, ELEPHANT with English words that map to the sound images of the referents (onomatopoeia) such as animal noises, or words for sounds, for example, woof woof or bang</li> <li>13. Noting signs can have different levels of visual motivation, or iconicity, for example, those that are fully transparent (SLEEP), translucent (MILK) or arbitrary (PEOPLE) and that iconicity is often over-estimated in sign languages</li> <li>14. experimenting with different methods of capturing signed languages and planning Auslan texts such as a dot-point script, drawing pictures, videoing, written gloss</li> </ol>
<p>develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts</p> <p>AC9L2AU8EU02</p>	<ol style="list-style-type: none"> <li>1. developing awareness of the range of signing space in normal signed discourse, from just above head to waist and extending to sides, noting exceptions, such as DOG location on thigh</li> <li>2. comparing Auslan and English pronouns, in particular noticing that Auslan pronouns do not show gender but can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)</li> <li>3. noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved in indicating or directional verbs, for example: PRO1 HELP PRO3 versus PRO1 HELP-her PRO3 ASK<sub>-me</sub> CA:I-was-shocked</li> <li>4. identifying what can be represented in a DS by a particular handshape, for example, a distant person, pole or tree can be represented by a point handshape, a car by a flat handshape, and a cylinder such as a water bottle can be traced by a cup handshape</li> <li>5. creating a digital resource demonstrating that handshape and movement represent different things in each type of DS, for example, entity DSs-the handshape is an object or person and the movement is the movement or location of that object; person; handling DSs-the handshape represents a person's hands touching or moving another object and the movement shows how the hands move; SASS DSs-the handshape and movement outline the shape or size of an object</li> <li>6. using different pointing signs, such as pronouns, determiners, locatives in interactions</li> <li>7. recognising that a noun group is a group of signs that relate to a person, animal, place or thing and can include elements such as adjectives or numbers and that proper nouns, such as a person's name, can be shown through fingerspelling or sign names</li> <li>8. using different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3</li> </ol>

	<p>9. using adjectives to describe nouns in different ways such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)</p> <p>10. identifying verb signs SIT, EAT, FEEL, WONDER, HAVE and understanding that they are central to a clause, noticing there is no verb 'to be' in Auslan</p> <p>11. exploring different semantic types of verbs in a text and how these can be modified to add or alter meaning, for example, showing how:doing (WALK, WRITE) and saying (TELL, CALL-OUT, ANNOUNCE) verbs in narrative texts; giving information about a characters' actions; sensing (SEE, THINK) or possessing (THAT'S-TYPICAL-OF-THEM, OWN) verbs indicating what characters think, feel or own</p> <p>12. noticing that adverbial signs modify the meaning of verbs, such as DRIVE CAREFUL, and that these can also be communicated effectively through NMFs, not separate signs, for example, DRIVE-carefully</p> <p>13. contributing examples of signs that show when a verb happens (IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW); where a verb happens (PRO3 RUN FAR or COME HERE); Or how a verb happens (FAST or SLOW or PRO2 QUICK FINISH)</p> <p>14. understanding that a clause is one or more signs expressing a single idea and has at least one verb, but often one or more nouns as well, for example,</p> <p>CALL-him I called him.</p> <p>MAN THERE GO-TO POSS3 HOUSE That man went to his house.</p> <p>BIG MONSTER SCREAM A big monster screamed.</p> <p>15. noticing that while word/sign order in sentences is often important for meaning</p> <p>16. noticing that there is flexibility in sign order in Auslan and that parts of a sentence can be signed simultaneously, but that generally a time-topic-comment structure is followed</p> <p>17. distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs</p>
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<p>compare Auslan language structures and features with English, using familiar metalanguage</p> <p>AC9L2AU8EU03</p>	<ol style="list-style-type: none"> <li>1. noticing different ways that English words are borrowed into Auslan such as the use of fully fingerspelled words, for example, E-G-G, N-O-U-N, the fingerspelling of the first letter of corresponding English words such as TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, D-S-A, A-S-L-I-A and lexicalised fingerspelling, such as HOW, JOB, WED, CREAM</li> <li>2. understanding style shifts in settings and domains where English might be in closer contact with Auslan along a continuum such as the use of more English-like structures in formal and educational settings</li> <li>3. examining different versions of a filmed, signed Auslan text of the same story such as 'The Three Little Pigs', or other similar well-known children's stories, and identifying different choices the signers made in the production of the text, for example, the amount of fingerspelling, depiction, or CA</li> <li>4. comparing a short text in Auslan with an equivalent English text, for example, a paragraph in English written in past tense compared with a short film clip on same topic in Auslan and noticing similarities and differences in structure and language features, including time markers, use of space, depiction, CA, and topicalisation and other features</li> <li>5. analysing linguistic structures and features associated with more dynamic texts such as live or filmed dialogues between two signers, observing and recording examples of back-channels and hesitations used in simple conversational exchanges</li> <li>6. identifying examples of signers pointing to an established location to refer to a non-present referent, for example by viewing a short Auslan story that sets up different characters in space to each side of signer, then responding to questions about what each character did in the story, comparing with English representation of character</li> <li>7. identifying how signers use space to make clear how the character enacts a verb through a text, for example by pointing back to an established location to refer to a noun referent, using CA, depiction and space to make a story interesting and to support understanding</li> <li>8. recognising that Auslan contains some historical influence from the inclusion of loan signs from Signed English such as TOY or DAD</li> <li>9. identifying aspects of Auslan which are the same in English such as the fingerspelled alphabet</li> <li>10. developing a chart showing variations in Auslan around Australia and differences between Auslan and other international sign languages</li> </ol>
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**Sub-strand: Understanding the interrelationship of language, culture and identity**

recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values

AC9L2AU8EU04

1. analysing ways in which deaf people design and adapt spaces to create 'Deaf space' to maximise visual access to information, for example, by eliminating visual obstacles to signed communication, using U-shape seating or semicircles for meeting and learning spaces, using open-plan, well-lit areas, minimising glare/reflection, good acoustics, flashing lights or vibration, and suitable placement of interpreter
2. surveying deaf people about their experiences and perspectives on the importance and significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places, and presenting findings in a multimodal presentation
3. examining cultural similarities and differences between ways of communicating in Auslan, English and in other languages known to class members in different social situations, for example, ways of greeting/leave-taking (long goodbye), getting attention (tapping, waving, stamping, light flashing), introducing people and using body language, facial expression, eye contact and waiting until they have a deaf person's visual attention before signing to them
4. reflecting on how First Nations Australians' languages have strong connections to Country/Place and how these can be compared to language variation and sense of place and space in the Deaf community examining general misconceptions held by hearing people about deaf people, Auslan and Deaf culture, and discussing how increased use of Auslan has positively changed mainstream society's understanding and perception of the Deaf community
5. identifying examples of deaf people's visual orientation towards the world, such as using visual applause or being astute in reading body language
6. understanding cultural values associated with the respectful and appropriate conferring of name signs on second language learners of Auslan, and the use of name signs in the Deaf community
7. explaining the role and function of Auslan–English interpreters and deaf interpreters and the access and opportunities they provide by creating a poster or website presentation
8. investigating the use of digital technology by Auslan users, for example, social media, texting, video calling and online platforms, NRS, VRI, VRS, discussing how these modes of communication impact on issues such as accessibility and communication between members of the Deaf community and the community at large
9. viewing face to face or online interactions between peers in Auslan and interpreting culturally determined manners or behaviours
10. recognising that Auslan speakers come from a range of places and backgrounds and may be multilingual in both signed, spoken and written languages and may have variation in language patterns and usage depending on educational experiences, family background, socioeconomic status etc

	<ol style="list-style-type: none"><li>11. understanding that culture is more than visible aspects of people's lives and that it also includes beliefs and values, how people relate to their social and physical environments, and considering how this understanding applies to users of Auslan</li><li>12. identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or to the positioning of communication partners</li><li>13. recognising that shared experiences shape cultural attitudes, beliefs and values and sharing these with peers in a safe classroom environment</li><li>14. documenting the role of the Deaf community and its networks and significant places in maintaining and strengthening Auslan and Deaf culture and identity, and the role of hearing people to the community</li></ol>
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## Years 9–10 (Year 7 entry) L2

### Band level description

In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions while sharing their own and others' experiences of the world. They sign and view to communicate with other users of Auslan in local and global settings through authentic community and online events. First and second-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, local community events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of signed, visual and multimodal texts which may include textbooks, video clips, magazines, online and print articles, and social media. They may source texts and other resources from their local and global communities to share with peers. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.

### Achievement standard

By the end of Year 10, students initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds. They communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of Auslan to create texts.

Students apply features and conventions of signing to enhance communication. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their use of Auslan and their own cultural identity to discuss how this influences their ideas and ways of communicating.

**Strand: Communicating meaning in Auslan**

**Years 9–10 (Year 7 entry)**

**Sub-strand: Interacting in Auslan**

**Content descriptions**

*Students learn to:*

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds

AC9L2AU10EC01

**Content elaborations**

*This may involve students:*

1. exchanging complex information about themselves and their world regarding hopes, dreams, goals, values, and factors that impact their personal experiences
2. participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example,
  - WHAT? PLEASE AGAIN
  - Could you repeat that, please?
  - STILL GO-AHEAD
  - Go ahead ...
  - RIGHT PRO2 SAY PRO1 FIX THAT?
  - So, you want me to fix that?
  - PLEASE SLOW SIGN
  - Could you sign that slowly, please?
  - PRO2 SAY BEFORE WHAT?
  - What did you just say, sorry.
3. using appropriate NMFs to enhance clear communication through backchannels and exclamations, for example,
  - SURPRISE
  - Oooh (with appropriate intonation)
  - INCREDIBLE
  - No way!
  - WOW
  - Wow!
  - UM

	<p>um ...</p> <p>HOLD...</p> <p>Hang on a minute ...</p> <p>4. using appropriate protocols within and beyond the classroom such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, back-channelling and limiting the use of voice when interacting with unfamiliar Auslan users</p> <p>5. integrating discourse markers to facilitate coherent and cohesive flow of communication such as ANYWAY, THEN, PAUSE-NOD, list-buoys, S-O, NOW, BUT, and others, as well as hand clasp, hand drop to indicate turn taking</p> <p>6. asking, and responding to requests, for elaboration or additional information, for example, RIGHT-YEAH INTERESTING BUT I WANT ADD COMMENT Well, yes, that's interesting but I'd like to add something. YOUR STORY LIMIT. PLEASE ELABORATE Your story is too short. Please extend it further.</p> <p>7. adjusting their language to socialise with different audiences using appropriate code-switching techniques, for example, interacting in class or in the playground, or at an excursion with students from different year levels</p> <p>8. explaining or justifying a position in relation to personal and social issues such as the inclusion of deaf people as jury members in a trial, using conditional statements such as if...then... or when..., constructions, for example, (point there) COURT, IF DS:place-person DEAF PERSON INCLUDE J-U-R-Y DS:PANEL (point), MEANS DEAF PERSON D-E-F-E-N-D-E-N-T (point) FEEL PANEL VIEW EQUAL-all If there were a deaf person on the jury panel, then the defendant would feel more fairly heard.</p> <p>9. using social media to exchange views or to express personal opinion on topics such as co-educational or single-sex schools, or viewing debates in Auslan to see how language is used to justify opinions and to persuade others</p> <p>10. debating issues of interest to young students, for example, PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT SAME-all DOESN'T MATTER RICH POOR SAME-all</p>
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	<p>I think school uniforms are good because they keep students equal, and it doesn't matter if they are rich or poor.</p> <p>SPORT, PRO1 THINK GOOD BECAUSE ENCOURAGE PEOPLE GO-OUT IMPROVE MENTAL HEALTH (WELL-BEING)</p> <p>I think sport is great because it encourages people to go out and improves their well-being.</p> <p>11. using culturally appropriate protocols when working with an interpreter such as not interrupting or blocking the line of sight</p>
<p>use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers</p> <p>AC9L2AU10EC02</p>	<ol style="list-style-type: none"> <li>1. participating in visits or virtual interactions with members of a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience</li> <li>2. working with peers to solve problems and to peer coach, for example, how to use video editing, online dictionaries, virtual platforms and/or captioning programs</li> <li>3. contributing to hypothetical scenarios such as designing questions for a job interview such as PRETEND SOMEONE DS:one-person-approach-other BLAST, PRO2 D-O WHAT? Pretend someone approaches you and tells you off; what will you do? I-F PRO2 BOSS PRO2 WILL CHANGE WHAT? What would you change if you were boss?</li> <li>4. working collaboratively to plan a fundraising/school event or a promotional display for Auslan during NWDP and evaluating the experience to improve subsequent planning and organisation</li> <li>5. planning questions collaboratively to interview an Auslan user about their experiences or opinions on selected topics, selecting key elements from the interview to produce a digital profile to share with the class</li> <li>6. contributing an item of information for a collaborative digital book to describe views on different aspects of Deaf culture such as community and protocols associated with signing</li> <li>7. explaining the rules of a sport or board game, or instructions on caring for animals</li> <li>8. participating in improvisation games that require spontaneous and imaginative responses to a stimulus</li> <li>9. working collaboratively to create a performance such as a skit or humorous story for a class talent show</li> <li>10. working collaboratively to create a static scene using hands and bodies in small groups of 2-4 signers, for example, playing 'Ten Second Objects'</li> <li>11. developing collaborative translations of selected signed texts into spoken English or caption form</li> </ol>

	<p>12. participating in scenarios that involve negotiating or transacting, for example, preparing for a Deaf World workshop</p>
<p><b>Sub-strand: Mediating meaning in and between languages</b></p>	
<p>interpret information, ideas and perspectives in a wide range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>AC9L2AU10EC03</p>	<ol style="list-style-type: none"> <li>1. collecting information from a variety of signed sources to inform class discussions on current affairs, for example, the prevalent use of social media by young people, and access to this by deaf students</li> <li>2. following complex procedural signed texts such as directions to follow in an unfamiliar environment, such as at a school camp or excursion</li> <li>3. watching and summarising information provided by a guest speaker and comparing their noted ideas and opinions with those of their peers</li> <li>4. listening to, reading or viewing First Nations Australians' stories in English or Auslan, and creating a profile of them in Auslan</li> <li>5. gathering information from signed texts from the Deaf community and deaf-related organisations such as emergency announcements or information, or advocacy texts, and rephrasing key points in a form suitable for a different audience or purpose</li> <li>6. viewing texts such as interviews, news reports or vlogs and selecting points of information or details to use in their own texts or opinion pieces</li> <li>7. researching, composing and presenting a persuasive speech designed to invite action or support on a selected issue, such as a recycling, the environment, or other social or political cause</li> <li>8. evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effects, for example, in performances by Ian Sanborn and Christine Sun Kim</li> <li>9. viewing Auslan texts from other learning areas, using DS to explain key concepts, such as states of matter or climate variation</li> <li>10. obtaining information about high-profile members of the international Deaf community to create profiles for a digital magazine or website, for example, the President of the WFD</li> <li>11. requesting information from a deaf organisation or person in order to produce a digital or signed information text such as a brochure or web page</li> <li>12. viewing and responding to creative texts such as television programs, movies, songs, artwork, poems, short stories, and theatre performances that are used to represent the Deaf experience, noting artistic choices</li> <li>13. analysing how elements of creative performance such as translation choices and emotional nuance are communicated through interpreters in a live setting such as music concerts or theatre events</li> </ol>

<p>apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9L2AU10EC04</p>	<ol style="list-style-type: none"> <li>1. experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion for example, 'It's raining cats and dogs'</li> <li>2. shadowing and comparing different translations of online Auslan and English public announcements and government policy/information texts,</li> <li>3. considering approaches to translation, for example, in relation to free versus literal translations by deaf or hearing interpreters</li> <li>4. comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting choices drawn from online sign dictionaries, and discussing variations and possible reasons for these</li> <li>5. recognising the need to recast language and considering why one language may use more words/signs than another to communicate a particular meaning, for example, when Auslan uses spatial concepts or DS to describe an event, which will take longer to explicate in a linear spoken language</li> <li>6. translating poems, short stories or songs such as 'I Am Australian' from English into Auslan</li> <li>7. exploring the role and function of Deaf interpreters and differences between Deaf interpreters and hearing Auslan–English interpreters</li> <li>8. developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example, explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting</li> <li>9. interpreting simple interactions or role-plays between deaf students and non-signers such as a hearing teacher, librarian or canteen manager</li> <li>10. participating in an excursion to an interpreted theatre event, or other interpreted event, discussing interpretation later in class</li> <li>11. reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example, by the introduction of neologisms, or in representing the Deaf community in the media with, or without endorsement</li> <li>12. comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, whilst walking on a footpath together and signing, one person will always be monitoring the path ahead and alert of any obstacles, and identifying other ways deaf people draw on additional perceptual resources</li> <li>13. filming various Auslan multi-channel signs and expressions used by native signers, attaching English captions with appropriate translations, for example, PAH! = finally, BAH BAH = odd/bizarre/unusual; HUP = forbidden</li> </ol>
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**Sub-strand: Creating text in Auslan**

create signed, visual and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

AC9L2AU10EC05

1. creating the script for a role-play about future travel plans, or a best/worst holiday experience, and performing with partner, incorporating elements of tension, humour or emotion
2. using visual props and signed explanation to describe a biological or mechanical process to the class such as how the ear or a cochlear implant works, or how a car engine works
3. providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or a sign linguistics game
4. reflecting in Auslan on the impact of a visit to a significant location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site's significance
5. presenting a biographical report on a prominent deaf person using visual prompts such as a slideshow to describe their life and achievements, and incorporating some commentary and personal opinion
6. creating digital clips or social media posts in Auslan designed to persuade, inform or invite response on an issue of relevance to young people of their age
7. creating and presenting to their peers a signed interpretation of a wordless animation, comparing their different performances
8. presenting on topics such as recycling, sustainability and 'zero waste', school life, sports or leisure activities in Auslan
9. composing and presenting a handshape or signed poem on a selected theme such as friendship or love
10. creating a short film in Auslan that incorporates a storyline or cultural twist appropriate for a deaf audience, or create the next scene, a new character or an alternative ending for a signed fable, short story or cartoon

Strand: Understanding language and culture		Years 9–10 (Year 7 entry)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply features of Auslan sign production including handshape, orientation, location and movement (HOLM) and non-manual features (NMFs) and show how these are represented in familiar and some unfamiliar contexts</p> <p>AC9L2AU10EU01</p>	<ol style="list-style-type: none"> <li>1. applying fingerspelling restricted to proper nouns and DS used more frequently to convey meaning</li> <li>2. demonstrating and describing the various types and functions of NMFs such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body</li> <li>3. understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY, or the handshape and movement may be meaningful, such as in the sign GIVE</li> <li>4. recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs</li> <li>5. identifying that iconic abstract signs such as SASS DSs etc can represent a whole object or part of an object beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example, the 'time as space' metaphor in both languages</li> <li>6. transcribing part of a text using either annotation software or glossing, and recording what signs were used, spatial locations and NMFs</li> <li>7. noticing limitations on production and perception of signed languages such as staying seated or standing in one location, compared to a wider use of space and movement of whole body and feet for mime</li> <li>8. applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example PRO1 WAIT-for-a-long-time PRO2, observing that English can do the same with changes to the length of phonemes, for example, I screeeeeeaaaaaamed!</li> <li>9. modifying dominant and non-dominant hands for effect or use one hand only to convey the same meaning as the original two-hand sign</li> <li>10. understanding the need to modify pace for emphasis in familiar and unfamiliar texts</li> </ol>	

select and use structures and features of Auslan grammar systems to enhance meaning and create signed, visual and multimodal texts

AC9L2AU10EU02

1. recognising that Auslan has fully-lexical signs that may be found in the dictionary and have a standard handshape, orientation, location and movement, and partly-lexical signs that cannot be listed in a dictionary in all forms as gesture changes the form each time they are signed
2. noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form in a dictionary, for example, the sign ASK<sub>-me</sub> is not listed in a dictionary separately to ASK (towards neutral space) and GO-TO includes GO-TO<sub>-often</sub>
3. understanding that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages, for example, 5-YEARS-OLD, or adverbs of time, for example, 3-WEEKS-AGO or pronouns such as WE3, WE4
4. identifying where and how a signer uses space to establish a location, for example through the use of points, non-body-anchored signs or fingerspelled words
5. making explicit which referent is associated with a location but do not need to continue to make this explicit throughout a text
6. setting up referents in the signing space close to them (viewer space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or distant (diagrammatic, for example, using 5claw in two locations to represent two houses)
7. recognising that in viewer space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
8. viewing a signed text and documenting time codes for entity, handling and SASS DSs
9. learningt and applying the function of CA to represent the words/signs, thoughts or actions of a protagonist in a text, either themselves or another
10. knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
11. distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT-fast (manner added)
12. giving information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH-for-a-long-time, or with lexical signs such as WATCH AGAIN++
13. using adverbs to modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED-really, PLEASED-really, TALL-really
14. using DSs to show spatial relationships/prepositions, not separate signs such as ON or UNDER
15. applying knowledge of conjunctions such as PLUS, IF or BUT to join clauses and create cohesion

	<p>16. understanding the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs</p> <p>17. adding adjectives, adverbs, DSs, CA, and lexical signs, and moving between “showing” and “telling” information, and exploiting the rich visual-spatial properties of Auslan to elaborate and extend clauses</p>
<p>reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features</p> <p>AC9L2AU10EU03</p>	<ol style="list-style-type: none"> <li>1. comparing the creation of meaning in Auslan from fully-lexical signs, partly-lexical signs, non-lexical signing and gesture with the creation of meaning in English using spoken words, modifying intonation, and gesture</li> <li>2. comparing English adjectives with SASS DSs, such as a small, sleek new car, or a large battered old ute</li> <li>3. discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space</li> <li>4. reflecting on how signers construct cohesive and coherent texts through the use of text discourse markers and connectives such as lexical signs THEN or G:WELL or NMFs and pausing</li> <li>5. identifying the ways a signer refers to the same referent throughout a text to create cohesion such as by viewing an Auslan video clip and inserting time codes where the signer refers back to the same referent</li> <li>6. recognising that there is a greater degree of flexibility and variability in languages with an ‘oral’ tradition of face to face modality such as Auslan, compared to more well-established spoken/written languages</li> <li>7. recognising there is less standardisation in Auslan than in many spoken/written languages, and minimal ‘frozen texts’, and considering reasons for such differences</li> <li>8. interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed such as more use of fingerspelled words, less use of NMFs and DS, or the use of different signs, such as FILM (old sign), TOILET (old sign)</li> <li>9. recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE, SNAPCHAT, INSTAGRAM</li> <li>10. understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign or the ASL vehicle handshape in DSs</li> <li>11. identifying cultural differences between the use of personal names in Auslan and in their own language, for example, Auslan signers not using a person’s name sign when addressing them directly, in contrast to the</li> </ol>

	<p>practice in many spoken languages</p> <p>12. reflecting on similarities and differences of ways of communicating in spoken language and signed language, for example, when joining interactions, taking turns and using name signs reflecting on the labels deaf and hearing, considering what these mean to different people and their implications in terms of status, access, opportunity and privilege</p>
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**Sub-strand: Understanding the interrelationship of language, culture and identity**

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values and how these affect ways of communicating

AC9L2AU10EU04

1. exploring how cultural values and the expression of identity are reflected in different forms of signed artistic expression such as poems by Walter Kadiki, John Wilson or Dorothy Miles
2. identifying examples of deaf people who have been recognised in Australian society, and discussing how such recognition contributes to broader awareness and value of Auslan, such as Alastair McEwin and Drisana Levitzke-Gray
3. viewing signed news and other media texts, or presentations by deaf people reflecting on the ways attitudes and values in the wider community have changed towards Auslan in recent years, and the reasons for this evolution in perception and the increased positive profile
4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Auslan for a group of Auslan-using visitors at a school assembly
5. reflecting on the impact of key events such as the Milan Congress in 1880, and the Signed English movement in the 1970s and 1980s on the education of deaf children, and how attitudes, identity and values of Auslan were influenced and shaped, and developing a 'wishlist' for further progress and improvements in the future
6. keeping a journal of memorable experiences associated with learning and using Auslan, noting personal reactions and reflections over time and insights gained into themselves as language users, for example, how they choose to use either Auslan or English in different contexts and situations, gaining understanding of concepts 'Deaf Gain', Deafhood etc
7. developing a poster encouraging participation in community programs such as creating more green places and safe playgrounds, volunteering in age care facilities or childcare centres
8. exploring the role of globalisation in terms of what technology offers signed languages in terms of maintaining their vitality and changing attitudes and values about signed languages, including the capacity for further advancements in technologies to store, record and share signed languages
9. understanding the for Deaf challenges with communication in hearing families, education contexts, or in social settings, and how such experiences may impact on identity development and well-being
10. identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan and how such ownership rests with the Deaf community, and is determined by traditional social groupings/families, significant places, history and stories
11. discussing the diversity of Auslan users in the Australian community, including people who are deaf, hard of hearing, or hearing, such as Codas, Sodas and interpreters
12. analysing and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf

	<p>community, respect for elders, the importance of reciprocity and responsibility, for example, the signing TAP-2h++ reflects the responsibility to share information and pass on knowledge</p> <ol style="list-style-type: none"><li>13. understanding that knowledge about past and present Deaf people and cultural values are embodied in and transmitted through Auslan, for example, ways of producing the sign for SIGN embodies cultural meaning</li><li>14. considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly</li></ol>
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